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ABSTRACT

For this kit, 119 Association of Research Libraries (ARL) academic libraries were surveyed to determine the impact of online catalogs on the training needs of technical services staff and on the planning and organization of programs to meet these needs; responses were received from 66 libraries. Analyses of the responses indicated that the development of an in-house system necessitates the generation of local documentation and training. It is noted that, while online catalog system vendors generally provide formal training, in most cases this training is inadequate to the purchasing library's needs. Over 90% of the respondents with online systems plan, prepare, and provide technical services staff training; most respondents note that each staff member receives less than 8 hours of training. Training requirements differed when libraries replaced their first online system purchase with a second system. In such situations, the approach to the second system is one of staff involvement and careful planning and organization. Hands-on, group, and individualized training were the most common training methods. While most libraries have not developed a comprehensive training program for newly hired technical services employees, training is definitely being provided for new employees. Follow-up activities after initial training range widely from those meeting the needs of the individual to those addressing the needs of the entire staff. Introductory materials include a summary of the survey findings and a copy of the questionnaire with a tally of the responses to individual questions. The kit contains planning documents from five university libraries; training schedules from four institutions; training evaluation forms from three institutions; training documents from five institutions; training procedures and guidelines from two institutions; and a list of seven selected readings. (MAB)

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Kit 171

Training of Technical Services Staff in the Automated Environment

February 1991

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SPEC
SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 171

Training of Technical Services Staff in the Automated Environment

February 1991

INTRODUCTION

With the development of the MARC record in the late 1960's and the emergence of bibliographic utilities in the early 1970's, technical services departments have incorporated automation into traditional functions for more than two decades. Automation has altered organizational design, workflow and procedures, job assignments and responsibilities, and staff training. The introduction of online catalogs requires adopting yet another set of new procedures as well as developing and implementing corresponding training activities.

To gather information on the impact of online catalogs on the training needs of technical services staff and on the planning and organization of programs to meet these needs, a survey was distributed to 119 ARL libraries in December 1990. Of the 66 libraries responding to the survey, 5 have not installed a local online catalog.

SURVEY RESULTS

It is apparent that online catalogs are an integral part of academic and research libraries. Slightly over half of the respondents, 58.6 percent, identified the current system as the first online catalog system. Surprisingly 41.4 percent of the respondents had replaced the first system and now were working with the second or even the third or fourth system. The initial installation date for the current system ranges from 1971-1991 with 1987 the most commonly cited year. While one fifth of the respondents developed the present system in-house, the majority purchased the system from a vendor. NOTIS has been installed by almost half of the respondents while the next most commonly selected system is Geac.

Clearly the development of an in-house system necessitates generating local documentation and training. However, although online catalog system vendors generally provide formal training consisting of written documentation and training at the library site, it is striking that in most cases this training does not fully meet the needs of the purchasing library. Vendor training, including documentation, received an average rating of 2.65 which is above "adequate" (rank 3) but below "good" (rank 2). Only 1 of 43 respondents rated the vendor training as excellent.

Over 95 percent (43 of 45 respondents) received vendor documentation, but over 80 percent (37 of 46 respondents) developed training materials in addition. This percentage illustrates the inadequacy of generic vendor documentation and represents a considerable investment of staff time. Samples of local documentation include training scripts, system related documentation, guides identifying different types of records and their relationships, and search strategies/exercises providing a basic understanding of the system for all library personnel. System procedural manuals for technical services functions address cataloging and authority procedures, bibliographic maintenance, and acquisitions activities.

Training. The survey clearly identifies the need for staff training with the adoption of an online catalog. Over 90 percent (53 of 56 respondents) with either in-house or purchased systems planned, prepared and provided technical services staff training. The common pattern is to provide a basic introduction to the system and then train staff only on those modules pertinent to their assignments. The majority of respondents indicated that not all staff were trained at the same time. The most common role of those trained first is to serve as trainers for others followed by the roles of those who serve as resource personnel, supervise staff working on the system and finally those who work on system, particularly catalogers and database management staff. Staff who plan procedures and workflow, serve as liaisons with a systems office, or write instruction sheets and training manuals also are among those first trained. Most respondents noted that each staff member recieves less than 8 hours of training.

With the implementation of a subsequent system, training requirements are affected by the degree of similarity between the first system and the replacement, the automation experience developed by the staff, the specific system, and the sophistication of vendor training and documentation. Several respondents noted training activities were parallel or less extensive between systems due to staff experience and a residual knowledge of automation from each previous system. Others noted that minimal or inadequate training was provided for the first system which staff were required to learn on a "trial and error" basis. The approach to the second system was one of staff involvement and careful planning and organization. A group training approach for staff on

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

basic search and editing procedures lessened, but certainly did not replace or eliminate, the need for extensive individualized training. With the proliferation of installations, libraries now are able to borrow local documentation from those who have implemented the system. Also user groups have evolved which provide assistance and education.

It is of interest that the majority of respondents did not formally evaluate the effectiveness of the library training although several indicated an intention to do so. Of the four which evaluated the training program, one did not find the evaluation useful. Comments were unhelpfully positive or critical of aspects which could not be altered, e.g., use of transparencies rather than hands-on instruction for a large group. Comments or questions generated during the training sessions were more useful for improving training than the ratings and responses from the evaluation instrument.

Of various training methods, hands-on (terminal), group, and individualized (one-on-one) training were the most common training activities utilized by libraries. Hands-on training was more frequently evaluated as excellent than group or individualized training. While reading materials and workbooks/exercises were used by fewer libraries, those libraries utilizing them tended to give these methods lower ratings. Slightly over one-fifth of libraries using reading materials, rated this method as fair or poor.

While most libraries have not developed a comprehensive training program for newly hired technical services employees, training is definitely being provided for new employees. Multiple respondents noted that a training coordinator provided training on request, that mandatory basic training sessions were scheduled for all new staff, or that general training sessions were held each semester. Most commonly individual departments are responsible for staff training, and automation training is linked to and incorporated into the training for the specific assignment. Numerous libraries commented that a standardized training program is being developed or under consideration.

Follow-up activities after initial training range widely from those meeting the needs of the individual to those addressing the needs of the entire staff. Commonly the individual's needs are met "one-on-one" by the immediate supervisor, frequently in conjunction with revision of work and monitoring of the work assignment. Follow-up activities, oriented to the staff in general, include updates to procedures, refresher courses and briefings, orientation/training for new releases and upgrades, general meetings, newsletters, and/or regular meetings of department liaisons.

ISSUES AND TRENDS

The online environment in technical services introduces another layer of complexity in an already complex environment. Staff must be familiar with at least two systems, i.e., a bibliographic utility as OCLC or RLIN, and the online catalog system. During implementation of an online catalog, the existing system, be it a manual card file or an earlier generation online system, must be maintained or at least searched. Each automated system may or may not contain common features such as MARC tags and often requires unique codes, standards and conventions. And the staff still must be knowledgeable of technical services procedures, practices, and policies, both at the library and the national level.

The online catalog dramatically changes some job assignments and organizational structure, the most commonly cited example being the creation of a database maintenance unit. For many libraries the system serves as an impetus for reorganization or at least as an impetus to evaluate existing workflows and configurations. Of equal significance is a change in the level of staff responsibility and the necessity of understanding that working on an online system affects not just the home department but impacts others. The integrated environment translates into a need to know the procedures and workflow of other departments. Clearly changes and decisions must be coordinated library wide. Also there is an increased need to document policies and procedures in the automated environment and an increased need for consistency in training as the automated system, versus the manual, is less forgiving of inconsistencies and errors. Clearly, the online catalog demands greater training requirements and greater sophistication on part of the staff.

This kit and flyer was prepared by Celia Bakke, Head of Cataloging, and Jo Bell Whitlach, Acting Library Director, San Jose State University, and produced as part of the OMS Collaborative Research/Writing Program.

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SPEC Kits (ISSN 0160 3582) are available mainly by subscription. Individual issues may be purchased from the Office of Management Services, 1527 New Hampshire Ave., NW, Washington, DC 20036. Pre-payment is required. (ARL members may be billed.) Payment must accompany order. Price includes library rate postage if shipped in the United States. If you would like your order shipped UPS, please add $5.00 per issue. All orders to Canada must add $5.00 per issue for shipping and handling. All shipments to countries other than the United States and Canada must add $8.50 per issue for shipping and handling.

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 171

Training of Technical Services Staff in the Automated Environment

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SURVEY RESULTS

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036
202-232-8656 FAX 202-462-7849

TO: SPEC Liaisons

FROM: C. Brigid Welch, Program Officer for Information Services
Celia Bakke and Jo Bell Whitlatch, San Jose State University

DATE: 30 November 1990

SUBJECT: SPEC Survey and Call for Documents—Training of Technical Services Staff

PLEASE ROUTE TO HEAD OF TECHNICAL SERVICES OR HEAD OF CATALOGING

We are gathering information on training issues related to technical services staff in an automated environment for possible publication as a SPEC kit or OMS Occasional Paper. In addition to your response to this survey, please send documentation illustrating your training activities. We are especially interested receiving documents in the following areas:

1. Planning technical services training programs;
2. Organization of training programs for technical services staff;
3. Evaluation of training programs; and
4. Impact of automated systems upon training requirements.

Completed surveys and documents are due 18 January '91. If you have any questions about the survey, please call Celia Bakke at (408) 924-2781.

SPEC SURVEY - TRAINING OF TECHNICAL SERVICES STAFF IN THE AUTOMATED ENVIRONMENT

Library/Institution: ____________________

Contact Person: ____________________

Title: ____________________ Telephone: ____________________

1. Please provide the number of staff (FTE) in the following technical service areas.

Acquisitions (including serials acquisitions):
2.18 Librarian (62 Libs) 2.73 Student (61 Libs)
17.63 Support staff (62Lib) 1.37 Other. Please specify: (63 Libs)

Cataloging (including serials cataloging):
9.58 Librarian (62 Libs) 3.23 Student (61 Libs)
22.30 Support staff (62 Libs) .41 Other. Please specify: (63 Libs)

Other. Please specify: 4.06 average for 61 Libraries.

2. If you have not installed an online catalog, you do not need to complete the rest of the survey. Please turn to the back page for return address.

3. Is your current system the first automated catalog system the library has installed?

34 yes. If **yes**, please go to question #5. 58.6%

24 no. If **no**, name of first system: 41.4%

Why was a new system installed? (Use back of sheet)

4. Compare and contrast technical services staff training activities for the first automated system with the technical services staff training activities for the current automated system. (Use the back of this sheet; attach additional pages if necessary.)

5. Was your present automated catalog system:

11 **developed in-house**? If yes: 20%
In-house catalog name:
Year initially installed:

If **developed in-house**, please go to question #10.

41 **purchased from a vendor**? If yes: 74.5%
Vendor catalog name: NOTIS (47.5%) GEAC (16.9%) In-house (15.3%)
Year initially installed: 1987 most common response
3 Combination of in-house development and purchase (5.5%)

6. Did the vendor of the automated catalog system provide formal training?

45 yes. If **yes**, did the training consist of (check all appropriate): 97.8%
43 written documentation
42 library site training by vendor staff
9 training of library staff at vendor site

1 no. If **no**, please go to question #10. 2.2%

7. On the whole, how would the technical services staff rate the quality of the vendor training program? (Check the most appropriate rating) Please make comments on back and ENCLOSE DOCUMENTATION.

1 Excellent	22 Good	13 Adequate	5 Fair	2 Poor
(2.3%)	(51.2%)	(30.2%)	(11.6%)	(4.7%)

8. Who in your library coordinated the vendor training program? (Give position title):

9. Did your library develop training materials in addition to those provided by the vendor?

37 yes. (80.4%) If **yes**, **ENCLOSE DOCUMENTS** 9 no (19.6%)

10. Did your library plan, prepare, and provide technical services staff training?

53 yes. (94.6%) If **yes**, describe and **ENCLOSE DOCUMENTS**. 3 no. (5.4%) If **no**, go to question #19.

11. Who in your library was responsible for planning the library's training program? (Give position title):

12. Did all technical services staff receive formal introductory training on the basic system?

33 (60.0%) yes   22 no (40.0%)

13. Did all technical services staff receive formal introductory training on the individual modules?

21 (38.2%) yes   34 no (61.8%)

14. Were all technical services staff trained at the same time?

4 (7.1%) yes. If **yes**, please go to question #16.   52 (92.9%) If **no**, who was trained first:

15. What was to be the role of those who were trained first? (Check all that apply)

49 to serve as trainers for others
46 to serve as resource personnel
5 other. Please describe on the back of this sheet.
40 to work on the system
41 to supervise those working on the system

16. On the average how many hours of training were provided by the library for each technical services staff member? Please **ENCLOSE DOCUMENTS** relating to the training schedule.

26 (46.4%) less than 8 hours
17 8 - 24 hours (30.4%)
5 (8.9%) 24 - 40 hours
8 Other. Please specify: ____________ (14.3%)

17. Was the effectiveness of the training provided by the library formally evaluated?

50 no (90.9%)   4 yes. (7.3%) If **yes**, please describe the type of evaluation and summarize results of the evaluation on the back of this sheet. **ENCLOSE DOCUMENTS.**

1 other (1.8%)

18. For each of the following training materials/activities utilized, please rate effectiveness:

Total using Method		Excellent	Good	Adequate	Fair	Poor
47	group training	11(23.4%)	21(44.7%)	12(25.5%)	3(6.4%)	0(0%)
42	individualized training (one-on-one)	14(33.3%)	20(47.6%)	7(16.7%)	1(2.4%)	0(0%)
23	workbook/exercises	3(13.0%)	8(34.8%)	9(39.1%)	2(8.7%)	1(4.3%)
48	hands-on (terminal)	21(43.8%)	19(39.6%)	7(14.6%)	1(2.1%)	0(0%)
35	user aids	7(20.0%)	18(51.4%)	9(25.7%)	1(2.9%)	0(0%)
26	reading materials	1(3.8%)	12(46.2%)	7(26.9%)	5(19.2%)	1(3.8%)
5	Other Please **ENCLOSE DOCUMENTS.**	2(40.0%)	2(40.0%)	1(20.0%)	0(0%)	0(0%)

19. Has the library developed a standardized, comprehensive program for the training of newly hired technical services employees?

(23.6%)
13 yes. If **yes**, please describe on the back of this sheet and **ENCLOSE DOCUMENTS**.   41 no (74.5%)

1 other (1.8%)

20. What types of follow-up activities were provided after the initial training? Please describe on the back of this sheet and **ENCLOSE DOCUMENTS**.

21. Is training for the automated environment established as an ongoing activity in your library?

(29.6%) (68.5%)
16 no   37 yes. If **yes**, please **ENCLOSE DOCUMENTS** or provide a brief summary on the back of this sheet.

1 other(1.9%)

22. Please estimate the total hours of technical services staff training required when new releases are installed, and **ENCLOSE DOCUMENTS** related to training for new system releases.

______ hours

Most common responses:

Depends on the release	14	libraries
No new releases	11	libraries
Minimum time	8	libraries

23. Has the automated catalog system changed job responsibilities of technical services staff?

(14.8%) (83.3%)
8 no   45 yes. If **yes**, please describe training programs/plans due to these changed responsibilities. **ENCLOSE DOCUMENTS** such as pre- and post installation organization charts, job descriptions, etc.

1 don't know (1.9%)

24. Please compare training requirements for technical services staff under automated systems with training requirements for manual systems. Staff required: (Check most appropriate answer)

1 less training under the automated system than when manual system was used (1.8%)
13 same amount of training under automated system as manual system (23.2%)
37 greater amount of training under the automated system than manual system (66.1%)
5 don't know (8.9%)

Comments (use the back of this sheet if necessary):

25. Please list any other observations or concerns related to training technical services staff in the automated environment on the back of this sheet.

Return this survey form and documents by **January** 18 '91 to:

Celia Bakke, Head of Cataloging
Clark Library
San Jose State University
One Washington Square
San Jose, CA 95192-0028
Telephone: (408) 924-2781

PLANNING DOCUMENTS

Columbia University Libraries
Interdepartmental Memorandum

November 8, 1989

To: Mailing Lists 1 & 2

Fr: NOTIS Steering Committee
C. Mandel, S. Davis, C. Henry, J. Winland, R. Wolven

Re: CLIO Training Programs

The NOTIS Steering Committee and the Training Steering Committee have endorsed the principle that all full time CUL staff should receive standardized basic CLIO training from CLIO OPAC and Technical Services Coordinators within the first month or so of employment. (After the circulation system is implemented, the Circulation Coordinators will provide similar basic training to appropriate staff.) To help reach this goal, the Training Steering Committee has prepared the enclosed CLIO Training Checklist which is designed to serve both as a summary of current training programs and to become a part of each supervisor's new staff orientation program.

In addition, the Checklist indicates which sessions are required for all full time CUL staff and which are optional. Mandatory sessions are designed to provide the overview to the CLIO system which is necessary for anyone working at the Libraries. They are limited to 8 individuals and will be "hands-on." Exercises are provided for staff to complete after the sessions; you will need to take responsibility for assuring that staff are able to complete them. Optional programs are designed to meet specific training needs. If you are unsure whether an optional program is appropriate for a staff member, you may want to check with Eileen McIlvaine (x42241).

To schedule new staff training, supervisors should call Cutelle Murphy. Technical Liaisons Training is scheduled by Orley Jones. Optional programs are announced by top level e-mail

Also enclosed is a list of CLIO publications available. You will want to be sure that new staff have access to them to aid their use of CLIO.

enc.

cc: CLIO Training Steering Committee: K. Harcourt, E. Davis, E. McIlvaine, M.Liu

CLIO TRAINING CHECKLIST

NAME: ______________________________

DATE OF HIRE: ______________________

CLIO TRAINING PROGRAM **DATE ATTENDED**

BASIC OPAC (MANDATORY) ____________

An introduction to CLIO covering searching and interpretation of OPAC records. Sessions given by OPAC Coordinators the third Wednesday of each month. Contact Cutelle Murphy (x43296) to sign up.

Date exercises completed ____________

BASIC STAFF MODE (MANDATORY) ____________

An introduction to CLIO record structure, additional search indexes and interpretation of technical services processing information on copy holdings screens. Program builds on Basic OPAC and should not be taken out of sequence. Sessions given by Technical Services Coordinators the first Thursday of each month. Contact Cutelle Murphy (x43296) to sign up.

Date exercises completed ____________

ADVANCED OPAC (OPTIONAL) ____________

Advanced instruction in searching techniques including keyword, logical and positional connectors, field searching, nesting, etc. Sessions given by OPAC Coordinators. Watch for top level e-mail announcements of periodic sessions.

MARC TAGGING WORKSHOP (OPTIONAL) ____________

An overview of the meaning and function of MARC tagging designed to improve CLIO searching skills. Sessions given by OPAC Coordinators. Watch for top-level e-mail announcements of periodic sessions.

TECHNICAL LIAISONS TRAINING (MANDATORY FOR TECHNICAL LIAISONS) ____________

Training for reference librarians and CLIO public services liaisons given by Library Systems. Contact Orley Jones (x4969) to sign up.

11/5/89

CLIO PUBLICATIONS LIST FOR NEW YEES

The CLIO Publications List summarizes CLIO documentation produced at CUL as of November 1989. New staff may also wish to check the **notes clio-info** file on cunixc for up to date information on CLIO.

PUBLIC SERVICES PUBLICATIONS:

CLIO: A QUICK GUIDE TO COLUMBIA LIBRARIES INFORMATION ONLINE (6/89)

This flyer describes the contents of CLIO and gives a general presentation of OPAC search and display options.

CLIO ROLM/CBX ACCESS POCKET GUIDE (11/89)

This brochure provides information about accessing CLIO over the campus ROLM data switch, using a PC or terminal.

DISCOVER THE NEW CLIO

This is a 4 page publicity flyer containing sections on what is in CLIO, new features, etc.

KEYWORD SEARCHING IN CLIO: A QUICK GUIDE (8/89)

This 4 page guide discusses keyword searching including combining, truncation, nesting and field limiters.

OFF-CAMPUS ACCESS TO CLIO

This brochure gives instructions on dialing into the ROLM data switch and accessing CLIO from off-campus. (NB: At present, this brochure is for general distribution to library staff only; distribution to others, e.g., Columbia faculty, non-CU requestors, is handled by the Assistant Director for Humanities and History).

TECHNICAL SERVICES PUBLICATIONS:

CLIO STAFF MODE MANUAL (10/89-)

This is a 95+ page training manual and reference tool designed primarily for technical services staff. It contains procedural documents on technical services processes such as adding a volume or creating an item record. The Manual may be borrowed from any CLIO Implementation Coordinator.

CLIO STAFF MODE SEARCHING

The staff mode crib sheet was designed to provide ready reference at a CLIO terminal. It has examples of searches and a summary of the differences between OPAC and staff modes. The crib sheet is distributed to all staff at Basic Staff Mode training sessions.

Planning document

OFFICE FOR SYSTEMS PLANNING AND RESEARCH
HARVARD UNIVERSITY LIBRARY
CAMBRIDGE, MASSACHUSETTS 02138

21 November 1984

To: HOLLIS participants

From: Dale Flecker

Subject: HOLLIS training and documentation

The following is an outline of HOLLIS training and documentation as currently planned. More detailed information will be distributed as available. I particularly call your attention to the role of the HOLLIS liaisons as described in the first section below on training. I recommend that you take great care in assigning liaison responsibilities. The liaisons will have a key role in the successful implementation of HOLLIS.

Training. There are a number of factors to be considered:

1. Who is trained. There will be an enormous number of people who will need to receive some level of training in HOLLIS. While it is possible to do some training in large sessions (see the section below on training phases), effective detailed training in the use of on-line systems must really be done a few people at a time. It would be impossible for the limited number of people available in OSPR to train all of the necessary staff directly. For this reason, each library unit will be expected to assign two staff members (one primary, one back-up) as HOLLIS liaisons. The liaisons will have on-going responsibility for training and for interpreting HOLLIS for local unit staff. Questions and problems related to HOLLIS will first go to library liaisons, and only if they can not provide the answers will OSPR be contacted. Training provided by the HOLLIS project will be primarily directed at liaisons. It is our experience that terminal-oriented training should be limited to 4 or 5 people at a time, and therefore each unit can decide which two or three staff members beyond the liaisons will participate in any of the in-depth training sessions. The liaisons will be responsible for training the remainder of the local unit staff in the use of HOLLIS. This proposal will work only if care is taken in assigning liaison responsibilities. In particular, it is important that

liaisons be willing and able to maintain specific knowledge of operational details in order to be effective. It would also seem to be a good idea if the two liaisons were chosen from different operational sections of the unit.

2. Training file. A separate on-line database for use in training will be available. Staff learning to use HOLLIS will be able to freely create and modify records in this file, which will be deleted and recreated regularly. This file will only be used for on-line manipulation, and no outputs (orders, claims, etc.) will be produced from it.

3. Phases of training.

a. Introduction to the HOLLIS system components and to HOLLIS terminal operations. This will be a large group lecture (perhaps given several times), providing a general overview of HOLLIS. It will serve both as an introduction for operational staff who will be learning details of HOLLIS in later phases of training, and as the major training for those who only need to have a general understanding of the system.

b. MARC training. For many staff members, HOLLIS will be their first introduction to MARC content designation, and therefore training in reading and creating MARC format data will be required. For those libraries who have cataloging staff familiar with MARC, general training in the format will be a local responsibility. Where no such expertise is already available, medium-size (10-20 people) training sessions will be provided by University library staff. There will also need to be a general introduction to HOLLIS provisional field tagging and conventions for all HOLLIS users.

c. In-depth training. These will be small (4 or 5 person) sessions offered in the libraries for liaisons and a few other selected staff. (Small libraries may be trained in groups.) There will probably be at least four or five two hour sessions per library unit, covering different functional areas. Sessions will be conducted in the individual libraries.

d. Self-training. Individual staff members will be able to use the test system and a step-by-step self study workbook (see the section below on documentation) to become more familiar with system operations. Such self-training facilities will be a permanent feature of HOLLIS.

e. Follow-up training. Training staff will re-visit libraries some time after implementation to answer questions and provide additional instruction as necessary.

f. On-going training. Central training staff will continue to be available for training new liaisons and for special instruction as necessary. Regular training for operational staff necessary because of turn-over will be the responsibility of the individual libraries. The training file will continue to be available.

4. Timing of training. The general introduction will be offered several times, prior to and just after HOLLIS implementation. It is possible that these sessions could be slightly tailored for different audiences. Likewise, MARC training will be offered just before and after HOLLIS implementation. In-depth training and self training for CAPS units will take place prior to HOLLIS implementation. Such training for the remaining units can take place library-by-library as time permits just before and after HOLLIS is implemented.

Documentation. OSPR will produce two major types of documentation:

1. Self-study workbook. This will be a step-by-step guide to major HOLLIS functions, (logging on, searching, bibliographic record input and update, order record input and update, holding record input and update, invoice and fund processing). It will be used in conjunction with the training file for individual self-instruction.
2. Reference Manual. This will be systematic documentation of the data elements, on-line commands, and output features of HOLLIS. Appendices will include lists of users, system error messages, coded notes for use with order and holdings functions, other coded data elements, etc. This manual is intended more as a reference for finding detailed system information than as a training aid.

BEST COPY AVAILABLE

Office for Systems Planning and Research
Harvard University Library
March 21, 1985

TO: HOLLIS trainers

FROM: Tracey Tracy

SUBJECT: HOLLIS training

cc: D. Flecker
S. Williams
C. Ishimoto
H. Olmsted

The primary goal of initial HOLLIS training is to prepare library staff to use HOLLIS for acquisitions processing and serial control as soon as possible. All CAPS users must be trained before July 1, since CAPS will no longer be running.

Because of the vast numbers of staff to be trained, central staff will be responsible for training library liaisons (two per unit). The liaisons, in turn, will be responsible for training local staff within their unit. Using this method it is hoped that training can be accomplished efficiently for a wide range of staff over a short period of time.

In addition to intense central training for staff, documentation will be distributed and a training system will be available for units to play with as soon as they have their terminals installed.

1. General scheme.

There will be three training cycles. Each cycle will consist of an initial general open "Introduction to HOLLIS" meeting followed by an open MARC training session and then a series of in-depth training sessions for each group of library liaisons.

HOLLIS units will be subdivided into three groups, each assigned to one of the three cycles. The Introduction and MARC session for Cycle 1 will be held the second week in April followed by five weeks of liaison training sessions. The second cycle will begin during the third week of May; the third cycle will begin the second week of July.

2. Introduction to HOLLIS

A training cycle begins with an open meeting which will serve as both an introduction to HOLLIS for liaisons who will receive further in-depth training and as the major training for those who need to have only a general understanding of HOLLIS.

The introductory session will include information about the functions available through HOLLIS, the structure of records, the relationships between existing systems and HOLLIS, and a summary of training, documentation, etc.

Additional introductory meetings will be held as necessary after July 1 for users who need a general knowledge of HOLLIS.

3. MARC training

The MARC training session will include an introduction (or review) of the MARC format, as well as a detailed presentation of the specific application of MARC in HOLLIS for bibliographic records.

This should include a description of provisional fields and detailed description of the location field.

It is expected that units with their own cataloging staff should take responsibility for MARC training and follow-up questions concerning MARC. This session has the primary goal of introducing HOLLIS/MARC and location fields. It may be necessary to hold additional MARC workshops for some of the small units who do not have their own cataloging staff.

4. In-depth HOLLIS training sessions.

In-depth training sessions will be conducted for small groups (4 or 5 people per group) following the introductory and MARC sessions. Each training group will consist of library liaisons and backups. Most training groups will consist of liaisons from two units.

Each in-depth training session is expected to take 2-3 hours. Four or five training sessions will be held for each training group, depending on the specific needs of the group.

These in-depth sessions will be held in library units (this will vary somewhat depending on the availability of terminals and space).

4.1. Training session topics.

Session 1: Searching HOLLIS - will include introduction to logging on, keyboard, basic command structure, HOLLIS screens, record structure, linkages, screen movement, etc. (In other words, the first sessions is "read-only" stuff. This session could be adapted for public services, for future use...)

Session 2: Order creation - will include creation of bibliographic records, inputting conventions, creating orders, templating, encumbrance (brief description), multi-division orders, prooflist, purchase order release.

Session 3: Receipt processing - will include more detailed examination of everything that may happen after an order is created: automatic claims, statement creation in order records for receipts, memos, and notes, how action dates work on different statements, etc.

Session 4: Holdings records - will include record creation, transfer of holdings from OPR screen, details of the holdings format, etc.

Session 5: Payment/Invoice processing - will include accounting unit record creation/update, invoice creation/update, payment statement creation from OPRs and from invoices, payment authorization, re-encumbrance for existing orders, etc.

4.2. Responsibilities for training sessions.

OSPR staff will conduct the open introductory meetings. UCSO will conduct the MARC training meetings.

Each in-depth training session will be given by one of the HOLLIS trainers. The initial design of each session will be the responsibility of one person. An additional person will be defined as the back-up trainer for each session. Scheduling will be easier if there are two possible trainers for any given session. The goal is to schedule these training sessions such that each trainer has no more than two session per week.

The following list is a proposal for primary (and backup) trainers for each session.

Session 1: Searching HOLLIS:	Chris	(Elvira)
Session 2: Order creation:	Tracey	(Chris)
Session 3: Receipt processing:	Cathy	(Elvira)
Session 4: Holdings records:	Ruth	(Cathy)
Session 5: Fund accounting:	Marty	(Tracey)

Each training session should include explanation of the functions to be covered, examples, and time for questions. Each session should also have "homework" -- e.g. several pages of examples for people to try out on their own time. (I hope that these assignments may be organized into a form of self-study guide.)

5. Timing

The training system should be available by the beginning of April. The test system is available now so trainers can be trained. I would like to shoot for using the first week in April as a trial run for the in-depth training sessions. In other words, I would like the person responsible for each session to be ready to give their presentation (to the rest of the trainers) during the week of April 1-5.

The preliminary configuration of training groups is as follows:

Cycle 1:	Open meeting	April 8
	MARC session	April 9

	Design/Kennedy	April 10-19
	Widener, Coll.Dev./Poetry Room	April 10-19
	Law	April 22 - May 10
	Lamont/Hilles/Music	April 22 - May 10
	Cabot/Littauer	April 22 - May 10
Cycle 2:	Open meeting	May 13
	MARC session	May 14
	Widener, Catalg./Widener, Publ.Serv.	May 13-24
	Fine Arts/Judaica	May 13-24
	Tozzer/Geology	May 27-June 14
	McKay/MCZ	May 27-June 14
	Andover/Gutman	May 27-June 14
Cycle 3:	Open meeting	July 8
	MARC session	July 9
	Widener, Slavic	July 10-19
	Countway	July 10-19
	Schlesinger/Coolidge Hall/ SocRel/Psych	July 22-Aug 9
	Wolbach/Physics	July 22-Aug 9
	Yenching	July 22-Aug 9

6. Liaison selection.

For each HOLLIS participant two staff members (one primary, one backup) will be selected as HOLLIS liaisons. The liaisons will be responsible for initial training of local staff, as well as on-going responsibility for training and for interpreting HOLLIS for local unit staff.

All liaisons should attend the open HOLLIS introductory meeting at the beginning of the cycle to which their unit has been assigned. in addition to the MARC session and Questions and problems related to HOLLIS should first be directed to library liaisons. OSPR staff will always be available to respond to questions which cannot be answered by library liaisons.

7. Post-implementation training.

Several introductory sessions will be held in July for casual users of HOLLIS and those not requiring advanced training. Selected in-depth sessions may also be arranged as time allows.

Follow-up sessions for units that received in-depth training April-July 1985 may be arranged as necessary to facilitate implementation of HOLLIS at an operational level.

McMaster University

MORRIS

Report on MORRIS Staff Training

Submitted to the OPAC Steering Committee
by Sheila Pepper, Training Coordinator

November 2, 1990

1. Training Team

The Steering Committee identified three "core" trainers (Sheila Pepper, Liz Bayley and Judy Lipsey) who would be responsible for training in all NOTIS modules to be implemented by the Library System. In addition, Ruby Chan, Debora Stefanysyn and Donna Thomson were to train in the Cataloguing/Authorities module; and Ina Mae Chan, Dave Cook and Olga Perkovic in the OPAC module.

In order to develop further their training skills, the entire Training Team attended full-day sessions on April 5 and 6, 1990 given by John Sedgwick of Mohawk Consulting Services. Training in the actual details of the NOTIS OPAC and Cataloguing/Authorities modules was given by Nancy Hunn of NOTIS Systems Inc. on April 17, 18 and 19.

2. Facilities

As the period for staff training approached, it became clear that no suitable training room or set of facilities was presently available within the Library System.

After a review of available space, the most suitable area was identified as Room 110, then the microform room in the Reference area of Mills Library. Narendar Passi, Head of Mills Reference Services, was most cooperative in releasing this area for the purpose of MORRIS staff training.

Equipment subsequently installed included: one IBM 3164 colour terminal, three IBM 3163 terminals, a Canon Bubblejet 130 printer, seven ergonomic swivel chairs, and a whiteboard to serve alternately as "chalkboard" and projection screen.

3. Training Preparations

The Training Team began frequent meetings as soon as the NOTIS "Train the Trainer" sessions were completed on April 19. They decided that there was a need for several different kinds of sessions, depending on the type of training that the trainee would require and on the level of computer and library expertise that the trainee would bring to the session (see attachment 1 for "scheduling stream").

Consequently the Team developed a survey form to be completed for each trainee (see attachment 2), and all trainers shared the task of reviewing the forms with the appropriate supervisors.

Detailed syllabi and exercises were developed for each separate session type as well as handouts to be taken away by each trainee; copies of these documents are available for review as part of the NOTIS Library in the Systems Development Office (see attachment 3).

Prior to the commencement of training sessions, eight training ID's were set up, with the aid of Katie West, in order to allow the illustration of security appropriate to the type o training session in progress.

4. Training Sessions

Since many members of the Training Team were also members of the Conversion Team an attempt was made to schedule as many of the training sessions as possible before the middle of July, when it was thought that the first conversion test data would arrive. The first set of scheduled sessions commenced on June 4 and ended on July 13. In tha period 86 sessions were given. It would be very difficult to give a precise number of sta members trained since some staff attended one session and some as many as four However the majority of full-time staff members were trained during that period.
A few more sessions were scheduled during the last two weeks in August to cover thos staff members who had missed sessions for a variety of reasons.
On the whole, staff members appeared to be very positive toward both MORRIS and th training experience. Comments received during training helped to improve the MORRIS OPAC screens and to alert us to difficulties that would surface during public use, e.g ambiguities in phrasing of screens and command terms.
One of the most serious problems to be highlighted by the sessions was the freezing o the system during concurrent keyword/Boolean searches. The problem was random and intermittent, happening in a variety of circumstances and necessitating the re-scheduling of several sessions. This sort of experience is obviously valuable in allowing us to avoid the embarrassment of such situations in a public "production" MORRIS.
The original plan for the scheduling stream included brush-up and one-on-one session for trainees. As the conversion process progressed, it became apparent that the "rea MORRIS records would bear little resemblance to the records in the training file, loaded only through NOTIS' generic loader. The Team decided that it would be most profitable to delay the latter stages of training until suitable records could be available. The period then identified for that activity was October 15 to 26, giving the staff an opportunity to become comfortable with MORRIS before public users would be given access. Trainers devised a plan to share the burden of contacting all Readers' Services sta across the system during that period.
More basic sessions were also in the process of being scheduled for the October 15-26 period in order to catch up new staff members joining the Library at the beginning of term

5. The Future

The intense training still necessary for technical services staff will be unit-specific, a course made possible by the diversified unit affiliations of the training team.
This same approach will be utilized for the provision of training in Authorities work, and specifically with the workflow routines that must be established for ACU activity.
Judy Lipsey and Liz Bayley are in the process of developing staff manuals for use within their own processing units. Again, these would need to be unit-specific to incorporate individual use and workflow considerations.

Further training in keyword/Boolean searching techniques will be delayed until a date much closer to the actual implementation date of that searching capability. Given the difficulties encountered in the original keyword/Boolean sessions and the elapsed time from initial sessions to actual implementation, all appropriate staff will need to be given basic training.

Arrangements have been made with the Library Personnel Office to alert the Systems Development Office as new staff arrive or as staff change duties, necessitating the need for new MORRIS skills. The Training Coordinator will continue to monitor this activity and to arrange for training sessions as appropriate.

6. The Future: NOTIS Version 5.0, GTO etc.

Version 5.0 of the NOTIS software will bring its own unique set of training problems, in that the Merged Heading Index will be available to the public and the basic layout of screens will be changed. Readers' Services staff in particular will need to be coached in greater familiarity with both MARC bibliographic and Authorities records. Such training will need to be completed far enough in advance of implementation of the new version to allow Readers' Services staff to give informed input into such decisions as which MARC fields should be diisplayed by format type and by view type (i.e. 'brief' versus 'long' view).

It is my belief that the training model set up by the original training team has been very successful and should be continued for all modules of NOTIS to be implemented. I believe that there is particular value in maintaining the concept of the "core" trainers who could serve as resource persons in all modules of the system. I can already see the dangers of fragmentation if no-one is expert enough in every module to bring an over-all view into play.

7. User Training

Reference Services staff within the various libraries will bear the brunt of direct user training in MORRIS searching by the public. The Orientation Committee (Sheila Pepper, Peggy Findlay, Tom Flemming and Linda Michtics) have worked, with the aid of Judy Lipsey, Frances McCrone and Narendar Passi, to develop suitable publicity for the implementation of MORRIS. Included in their activities has been the production of a leaflet for distribution to the public. Given the experience of other NOTIS libraries, initial feeling is that actual MORRIS author, title and subject searching will require little instruction. A potentially more complicated task will be instruction in the use of the Supersession commands necessary to switch between MORRIS and the Circulation Information screens. Trainers concentrated on reinforcing this skill with Readers' Services within the October 15-26 time period.

Although the provision of user training is more properly a Readers' Services administrative matter than the province of the Coordinator for MORRIS staff training, information has been gathered on the provision of such service within the various libraries (see attachment 5). Discussion has centered particularly on the type of service that can be offered during "minimal service" hours of opening.

Similarly, while the Training Team will be happy to provide training session in future on such matters as policies and procedure for screen maintenance, Readers' Services use of security profiles etc., decisions will first have to be made on these matters by the OPAC Steering Committee and/or administrative committees, as appropriate. Further discussion of these issues may, in fact, find that such information might come more properly from within the administrative structure.

Separate groups have worked and are working on recommendations for the support of downloading from and remote access to MORRIS. It is expected that these groups will forward recommendations on the amount and type of public user training necessary to support these activities, to be followed up by the Training Coordinator.

Staff Training Recommendations
Submitted by
Staff Training Working Group
20 December 1989
edited by
Implementation Team
22 January 1990

Charge 1. Identify the process for training library staff on INNOPAC.

In making the following recommendations, the Working Group is relying on information gleaned from interviews of librarians at other universities using Innovative Interfaces (II), readings, interviews with the department chairs and the Associate Dean, and information brought back from Iowa University and from the University Medical Center in Kansas City.

I. Recommendations for the initial training session and all other training sessions:

There are two aspects to this process: training the initial trainers and training the remainder of the staff. Some of the training should be the same for both groups.

A. Public Access should not be available until the front-line staff have all received training. At least a three week interval should be allowed for the staff training before the public is allowed to use the system. Of these three weeks, one week should be allowed for the trainers to develop documentation for use in the secondary training sessions, and at least two weeks should be allowed to ensure that front-line staff are as trained, confident, and comfortable as possible in using II prior to having to deal with questions from the public.

B. If at all possible, the data base used in training should be our own database and it should contain more than the initial database used for testing the system.

C. Training terminals should be available for all staff to use prior to the training session. This would allow them to become familiar with the operation of the terminals and with the processes for interacting with the data base prior to the session. Other universities which did this reported that the staff was less apprehensive because the system "teaches itself," and they went into the training sessions with confidence and with in-depth questions.

D. Manuals should be available well in advance, and staff should be expected to have read them prior to the training session.

E. Staff should be encouraged to bring their stickiest problems to the session to determine how II deals with them.

F. Training Tiers: Depending on the number of staff in each department who need to be trained and on the number of staff outside the department who need to be cross trained, each department having representations at the initial II training session for the particular module will need to develop a plan for the remainder of the training to be done.

The Working Group sees the possibility of a 3-tier process, but in some departments it may need to be only a 2-tier process.

1. Tier I--Initial trainers train staff and provide cross training.
2. Tier II--Initial trainers train secondary departmental trainers and provide cross training to secondary trainers from affiliated departments; or the initial trainers become the permanent trainers.
3. Tier III--Secondary trainers provide training to the remainder of departmental staff, and they provide cross-training for the remainder of affiliated departments.

Variations of these three tiers are possible, but each department should decide for itself which will work best.

II. Training the 10 Trainers

A. Basic Knowledge: Prior to the II training session, a meeting should be held to bring everyone up to the same level of information. Someone who is knowledgeable about how the system works and how the database is developed and the database structure should give an overview presentation. Someone should explain what fields are indexed, what the parameters will look like.

The proper "mind-set" should also be established. For instance, the Associate Dean could reiterate that the purpose of the session is not to compare our current systems, but to learn as much as humanly possible about the II system; not to worry about current workflow and how it will be done in the future, but how II handles that type of process, and that the primary responsibility when finished is to teach others who may or may not be in their own departments.

III. Training the remainder of the Staff

A. Basic Knowledge: Several meetings should be held to bring everyone up to the same level of understanding. Someone who is knowledgeable about how the system works and how the database is developed as well as the database structure should give an overview presentation. Someone should explain what fields are indexed, what the parameters will look like in PAC.

Attending one of these meetings should be mandatory. Training people who are at different levels of understanding is very difficult and frustrating for all concerned.

B. Due to the fact that Technical Services and Public Services focus on different aspects of Library operations and will use the ILS differently, there is some concern, particularly among Central Reference Services, that public services staff will be inadequately represented at the two original II training sessions. This concern is understandable and should be alleviated if at all possible.

1. The Working Group recommends that one or two training positions in the Cataloging Module and in the Circulation Module be targeted as "trainers of other departments" in the aspects of the Cataloging and Circulation Modules that will affect those departments. These two individuals would have the responsibility of learning from the other departments how they currently utilize LIRS and their concerns in working with II. These two individuals would focus on that information during the training session, and use it to give the first tier of training to the other departments. For instance, preorder routines call for the Acquisitions Department to use LIRS. Acquisitions will have to be able to use II almost immediately to keep the ordering process moving. That department, as well as others,

needs to have high priority in training, simultaneously as the Cataloging staff is undergoing indepth training.

2. The Working Group recommends that the Head of Circulation be given the responsibility of coordinating the training to the Circulation Module done throughout the system. Doing so would give both General Services and Branch Services more flexibility in providing staff training. Both departments may experience difficulty in releasing staff for training sessions. Having more trainers to pool would give greater flexibility.

C. As Training is given in each module, the department primarily affected by that module should determine how their departmental staff will be trained. Individuals should be identified who have the responsibility of training other departments in the areas that affect them if those departments do not have representation at the training session held for the 10 trainers. (See III.B.2.)

IV. Suggestions for Training of New Staff Subsequent to Currently Trained Staff

A. Develop an introduction to II which every new staff member would complete within the first week of work. Doing so would provide some quality control.

B. Each department should be responsible for training in the departmental uses of II.

C. The cross training probably should be done by the department responsible for the particular routine.

D. A central location should be established to act as a clearing house for departmental training documentation that is developed. Often one department's documents can be utilized by another department, but no one is aware they exist.

V. Who should be trained during the two Innovative training sessions: Cataloging and Circulation?

A. The Working Group recommends that the first persons trained meet the following criteria:

1. They should be staff members who will interact with the modules on a regular basis due to the responsibilities of their positions.

2. They should be individuals who are flexible, open-minded; individuals who can see beyond the current system and can concentrate on learning as much as possible about the operation and parameters of the Innovative system.

3. They should be individuals who have good organizational skills as they will experience demands to do the initial training of others while still maintaining a modicum of work flowing through their own areas.

4. Where possible, they should have experience in more than one area of the library system.

5. They should be individuals who can be released from most of their normal duties for several weeks in order to provide the training necessary at the next level.

6. They should have good, proven training skills as well as a strong interest in training.

B. Specific Recommendations for trainers are as follows:

1. Cataloging Module

Cataloging Dept.	7
Serials Dept.	2
Law Library	1

2. Circulation Module

General Services	5
Branch Services	3
Automated Systems	1
Law Library	1

Cataloging and Serials are involved with the Circulation Module due to the linking responsibilities in MODM and in Binding. The Serial Records position is currently filled by an individual with experience in both units.

Automated Systems is involved with the Circulation Module because the responsibility of one position is to be the trouble-shooter when problems develop with the computer. These responsibilities would continue. Therefore, the individual needs an indepth knowledge of how the system works.

VI. Other Concerns for Consideration

A. Assuming the terminals will be available prior to the training sessions for the staff to use, schedules should be established for signing up. Enough time should be available; for instance from 6:30 a.m.--9:00 p.m.

B. At least three weeks should be guaranteed for the training of frontline staff.

C. Adequate photocopying for documentation should be available to the trainers so that people do not have to share training tools.

D. If only the five training terminals are available when the rest of the staff is to be trained, departmental training will have to be prioritized.

E. Law Staff Training: Law representatives at the initial II training sessions will have primary responsibility for training the Law staff. The representatives will serve in the same resource capacity as the University Library Trainers for further training as necessary.

FACS Lesson 1

Date: *1 November 89*

Time: *9:00-11:00 a.m.*

Location: *C-1*

FACS

Lesson Objective(s):

Trainees will be able to (TWBAT) *summarize* the general purpose and structure of FACS.

Enabling Objectives:

1. TWBAT *describe* the relationship between FACS and the proposed LIAS acquisitions subsystem.
2. TWBAT *list* the types of database processing activities available in FACS.
3. TWBAT *list* five types of records that are found in FACS.
4. TWBAT *summarize* the benefits of automated accounting.

Materials Needed for Class:

1. Equipment for online demonstration:

- LIAS staff terminal: check to make sure lines in C-1 and C-1a are authorized for technical services use.
- Overhead projector
- Projection device: either nView or Electrohome display monitor
- Screen
- Blank transparencies
- Transparency pens

2. Teaching Aids

- FACS and LIAS transparency (Transparency 1.1)
- LIAS and Acquisitions Subsystem transparency (T 1.2)
- Database processing activities transparency (T 1.3)
- FACS records transparency (T 1.4)
- BFOLTAN the Magyar transparency (T 2.1)
- Benefits of automated accounting transparency (T 1.5)

Presentation:

1. Gain attention:

☞ Explain general purpose of training sessions:

✓ to train library personnel in the operation, interpretation and manipulation of the LIAS Fund Accounting System (FACS).

✓ to participate in hands-on experience with searching and utilizing FACS records for fiscal transactions in a controlled and supportive environment.

✓ to develop confidence in our ability to create a reliable database that reflects the actual condition of the library's materials budgets.

handwritten transp.

☞ Describe structure of training (e.g. 9 lessons, no test, etc.):

Lesson1 - Introduction
Lesson2 - University budget structure and basic accounting concepts
Lesson3 - FACS security features
Lesson4 - Basic keyboarding hints
Lesson5 - User default concept
Lesson6 - Searching
Lesson7 - Currency conversion
Lesson8 - Fiscal transactions
Lesson9 - Management reports

2. **Inform learners of objective:** The purpose of this first lesson is to introduce the FACS system, place it in its proper "historical context" in LIAS development and discuss some of the reasons why automated accounting is a desirable thing. After this class, trainees will be able to:

✓ describe the relationship between FACS and proposed Acquisitions subsystem
✓ list five types of records that are found in FACS
✓ summarize the benefits of automated accounting

3. Stimulate recall of previous information:

☞ Ask class if anyone has had experience with an automated accounting system, either as a creator or a consumer. Was the experience a positive or negative one? Why or why not? (If silence falls, jog memories with credit statement experiences-this is a good one for eliciting frustrating memories). Usually someone has a gripe-begin to develop a feeling of "empowerment" by asking what they would have done differently if they might have had the opportunity.

☞ Ask class if anyone can think of an instance in their own jobs where an automated accounting system might have been a "plus" (made a task easier, more timely, more efficient)

Presentation (cont'd)

- Emphasize that NOW they have the opportunity to effect some of these suggestions by creating their own automated accounting records.

4. Instructional sequence:

1. How does FACS fit into LIAS? (Use "FACS and LIAS" transparency T 1.1)
    - FACS is the next component of LIAS development.First component was circ. system, then BCS (Bibliographic Control System) the online catalog which later became LIAS. FACS is "number 3 off the LIAS runway." ✈
    - FACS is also the first component of the LIAS acquisitions subsystem. We don't know when the rest of the system is "coming," but sometime after migration is completed. In the meantime, FACS is an important improvement in how the library keeps its financial "books." (Transparency 1.2)
    - FACS contains more than just fund accounting reports: it can identify current rates of exchange and it contains predefined formats which can be used to create financial status reports (this is part of the FAIRS subsystem of FACS and will be discussed during the final day of training.)
2. What can you do on FACS? (Use "FACS database Processing" transparency T 1.3)
    - Query the system to identify the status of accounts
    - Create unique records
    - Edit existing records
    - Identify timely currency exchange rates
    - Create status reports using predefined report forms using the FAIRS subsystem
3. What kind of records make up the FACS database? (Use the "FACS IS....." transparency T 1.4)
    - ✓ BFO (Budget/Fund/Object): we will be learning more about these records in lessons 2 and 7.
    - ✓ Loc: Location of material
    - ✓ Type: Monograph,serial,etc.
    - ✓ Account and Nickname: i.e, 370 LIBS
    - ✓ Currency record: listing of timely exchange rates
4. Benefits of automated accounting (Elicit responses from students first, then flash "Benefits of automated accounting" Transparency T1.5.)
    - ✓ "Real-time info" (as soon as you do a transaction, balances change)
    - ✓ "Real-time access to info" (not limited to specific times of the day)
    - ✓ For people doing transactions, prompts and guidance from the system
    - ✓ Ability to capture management info and redesign into a comprehensive report
    - ✓ Order records and accounting records will be integrated in the fully-developed Acquisitions system, thus combining (for the first time in library history!) financial information and bibliographic information.
    - ✓ When the system is "up and running" the ability to provide timely account information will be greatly enhanced.

Presentation (cont'd)

5. **Active learning sequence:** Since this is primarily introductory material, with a heavy dose of "feel good about the system" affect, perhaps the best approach is to conduct a thinly veiled recap. Ask one of the bolder members of the group to explain to the group what the benefits of automated accounting are-how will it enable them to improve their job performance and give better service to the selectors. Ask another member to explain the relationship of FACS and LIAS, another to name the kinds of records in FACS, another to list the types of database processing activities in FACS.

CAUTION: This may work well if everyone is feeling non-threatened. If you sense that this is viewed as a test and not as fun, then go immediately into the recap. If people want to participate, but can't remember things, flash transparencies on screen.

6. **Recap:** Summarize in narrative fashion the four parts of the lessons - FACS and LIAS, database processing activities, FACS records, and benefits of automated accounting.

7. **Advance organizer:** (Use BFOLTAN transparency 2.1)

☞ Take a brief break.
When you return, I want to introduce you to a mysterious Magyar!

TRAINING SCHEDULES

FILE: EMORY DOBIS —
OPAC Training

EMORY UNIVERSITY

General Libraries

Robert W. Woodruff Library
Atlanta, Georgia 30322

To: DOBIS Instructors, General Libraries

From: Betsey Patterson

Subject: DOBIS Training Sessions

Date: February 12, 1987

Thanks for your willingness to participate in DOBIS OPAC training of General Libraries' staff. Your assistance will allow us to train all our staff in a relatively short space of time, yet still provide personalized attention throughout the training process.

Your training sessions will begin on February 23, in Woodruff's room G-14 (Ground Floor). Here is the schedule I hope to follow:

February 23	10-11 am	Overview of DOBIS and where the Online Public Access Catalog fits in; Test and Production databases. (Patterson) Assignment: read the "Emory DOBIS Online Catalog Support Guide"
February 24	10-11:30 am	Hardware overview; Basic searching techniques. (Deemer) Assignment: Handout of exercises, to be done on your own time, for next day's class.
February 25	10-11:15	Questions and answers about hardware overview, exercises (Deemer)

February 26	10-11:15	Review of command codes and basic DOBIS search strategies in all indexes; Short and full information screens; Copy summaries. (Patterson) Assignment: Do exercises and practice DOBIS searching for a minimum of 45 minutes.
February 27	10-11:15	Stopwords; HELP Screens; Cross-references; QUICKSEARCH. (Patterson) Assignment: Do exercises and practice searching for a minimum of 45 minutes.
March 2	10-11:15	Truncated searching; Saving documents; Combine/limit function; Review of QUICKSEARCH. (Patterson) Assignment: Do exercises and practice searching for a minimum of 45 minutes.
March 3	10-11	Sending messages to the library via DOBIS; review, questions and answers. (Patterson)

cc: Department Heads
Division Directors

Exercises due for February 25 Class

Basic Searching Techniques

1) Log on the production system (cicseulp).

   Select General Libraries

   Select Browse and Search

2) Select the **Author Index**

   --How many books are listed for James Laney?

   --How many books are listed for W. Buss?

      --In what libraries?

3) Select the **Titles Index**

   --Do we have Labor of love, labor of sorrow?

   --Do we have a sound recording of something called Right from wrong? I'm not sure of the exact title.

4) Select the **Subject Index**

   --How many entries do we have on the topic of lobbyists in the United States?

   --How many entries are there for the Watergate affair? (Omit subheadings like "Personal narratives")

   --Find the title of a book on the defoliant Agent Orange.

OPAC TRAINING EXERCISES

Reference: IBM 3161/3163 ASCII Display Station Operator Reference and Problem Solving Guide, pp. 18-24

Emory DOBIS Online Catalog Support Guide, pp. 2-5

1. Change the SETUP values on a 3163 terminal to any values you want. Then restore them to the settings described on page 2 of the Emory DOBIS Online Catalog Support Guide.

2. Change the SELECT values on a 3163 terminal to any values you want. Then restore them to the settings described on page 3 of the Emory DOBIS Online Catalog Support Guide.

3. Define the function keys on a 3163 ALA terminal, for use as an OPAC terminal, using the settings described on pp. 3-4 of the Emory DOBIS Online Catalog Support Guide.

4. Define the function keys on a 3163 ALA terminal, for use as a staff terminal, using the settings described on page 5 of the Emory DOBIS Online Catalog Support Guide.

BONUS PROBLEM

5. Define function keys 23 and 24 on a 3163 ALA terminal, so that PF23 logs off DOBIS and PF24 signs off from CICS.

HOLLIS Training in January and February

HOLLIS training for library staff takes place from 10:00 a.m. to 12:00 noon at 12 Arrow Street, Suite 203-205.

Staff members may sign up for these training sessions as a series or as needed. Please contact Julie Wetherill in OSPR (495-3724) to register for any of these sessions, or for more information. The schedule of HOLLIS training is regularly published in this newsletter, on the EMS electronic bulletin board, and in the *Harvard University Library Notes*.

Jan 3/Feb 5	**Session #1: Introduction to HOLLIS**. Includes basic system structure, functions and record types, basic searching, and an introduction to machine-readable cataloging (MARC) formats.
Jan 8/Feb 7	**Session #2: In-Depth Searching**. Includes detailed searching techniques and review of index structure.
Jan 10/Feb 8	**Session #3: Bibliographic Record Creation, Tape Processing and Bibliographic Record Maintenance**. Discussion of bibliographic record creation, utility tape processing, targeting, duplicate detection and resolution, bibliographic maintenance in HOLLIS, unitary holdings records.
Jan 15/Feb 12	**Session #4: Serial Holdings Record Creation and Maintenance**. Detailed review of serial holdings record format, rules and standards for coding holdings data.
Jan 17/Feb 14	**Session #5: Order/Pay/Receipt Records**. Review of O/P/R records, order creation, conventions for recording receipt of materials, production of claim memoranda.
Feb 21	**Session #6: Fund Accounting in HOLLIS**. Includes invoice creation, recording of payment transactions, accounting unit record display and maintenance.
Jan 22	**Session #7: EMS (Electronic Mail) Basic Functions**. Discussion of basic electronic mail features, including creating and sending messages, reading messages, and the EMS bulletin board.
Jan 24	**Session #8: Introduction to the Circulation Subsystem**. An overview of the HOLLIS patron file, item records, and basic charge, discharge, recall/hold, and billing functions in the circulation subsystem.
Feb 26	**Session #9: Introduction to the HOLLIS Online Public Catalog**. A review of basic system structure, searching, record displays, and online help.

Schedule of Training Classes

The following training sessions will be provided this summer semester by CBRST. If you would like to sign up, please call Bonnie Moyer (BKM, 865-3612) to register. Most of these sessions have been designed for those who have no previous training or orientation in these systems, yet need to use them in their job assignments.

Library Automation

FACS/FAIRS (1.5 hours)

Basic introduction to the Fund Accounting and Fund Accounting Information Report Systems available within the LIAS system.

August 17 1:30 pm

▲

FAXON (1.25 hours)

Introduction to searching the SCIS (Serials Check-in System) of FAXON geared towards the reference use of FAXON.

July 17 1:30pm

ICP (1.25 hours)

General orientation to the circulation system. Explain what ICP functions can be accessed at staff terminals, what information one can learn from ICP, how to interpret the ICP screens, etc.

August 14 1:30 pm

RLIN (1.25 hours)

Introduction to the bibliographic database of the Research Libraries Group.

July 25 9 am

▲

MicroLIAS (3+ hours)

In-depth introduction to MicroLIAS. Enrollment is limited to three.

June 20 1:30 pm
July 24 1:30 pm
August 7 1:30 pm

Microcomputer Applications

Q&A (8 hours)

Basic training in the use of this database management system. Enrollment is limited to 8.

August 9,10,13,14
9am–11am

Quattro (8 hours)

Basic training in the use of this spreadsheet package. Enrollment is limited to 8.

August 9,10,13,14
2pm–4pm

Microsoft Word 5.0 (8 hours)

Basic training in the use of this word processing software package. Do not attend if you have received version 4.0 training. There will be a 5.0 skills update seminar to be announced. Enrollment is limited to 8. There are 2 sections being offered.

July 23, 24, 26, 27
Section 1: 9am–11am
Section 2: 2pm–4pm

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Rutgers University Libraries • New Brunswick • New Jersey 08903
RUL Human Resource Development Program

IRIS

Enhanced OPAC Searching Capabilities Workshop

Objectives:	* Introduce Release 21 Boolean searching * Explain new capabilities for limiting searches * Describe changed search keys
Facilitator:	Bob Warwick, PC Working Group member
Date and Time:	Four sessions are offered (you need only attend one) Thursday, January 17, 1991 at 9:30 a.m. - 11:30 a.m. Thursday, January 17, 1991 at 1:30 p.m. - 3:30 p.m. Friday, January 18, 1991 at 9:30 a.m. - 11:30 a.m. Friday, January 18, 1991 at 1:30 p.m. - 3:30 p.m.
Location:	TAS Conference Room
Audience:	Appropriate for Library faculty and staff who regularly use the online catalog
Prerequisite:	Familiarity with current online catalog is required
RSVP:	Call Marily Zielinski at extension 7505 or return the bottom portion of this form

----

NAME: ______________________________________

LIBRARY/UNIT: ______________________ EXTENSION: ________

Yes, I will attend the Enhanced OPAC Searching Capabilities Workshop on:
(please indicate with a check the session you want to attend)

_____ Thursday, Jan. 17, 1991 at 9:30 a.m. - 11:30 a.m.
_____ Thursday, Jan. 17, 1991 at 1:30 p.m. - 3:30 p.m.
_____ Friday, Jan. 18, 1991 at 9:30 a.m. - 11:30 a.m.
_____ Friday, Jan. 18, 1991 at 1:30 p.m. - 3:30 p.m.

* * *

______________________________ ______________
(Supervisor's signature) (Date)

RETURN TO: Marily Zielinski
Library Administration
Alexander Library, CAC

TRAINING EVALUATION FORMS

EVALUATION: BASIC TECHNICAL SERVICES

This presentation will become part of a training program for new library staff. Your comments and suggestions will help us to improve the quality of staff training at Columbia. Please fill out this evaluation at the end of today's session.

1. Please fill in Session Time & Date____________________________

2.. Overall, did the content of this session meet your needs as an introduction to Staff Mode? Please explain.

3. What change(s) would you suggest to improve the session?

4. Please comment on the effectiveness of the instructor.

5. What changes should we make to improve the documentation and examples?

6. Do you have questions that were not answered in this session? Please write them down in the space below. Include your name and mailing address so we can reply to you.

NAME____

EVALUATION: CLIO TECHNICAL SERVICES TRAINING

This session will become part of a training program for technical services staff. Your comments and suggestions will help us to improve the quality of the traininig. Please fill out this evaluation form at the end of today's session.

1. Please fill in date of session:_______________________

2. Please check topic of session:

_____ BIB. _____COPY _____VOL. _____ITEM

_____WRAP-UP EXERCISES

3. Overall, did the content of the session meet your needs?

4. What change(s) would you suggest to improve the session?

5. Please comment on the effectiveness of the trainer(s).

6. What changes would you suggest to improve the CLIO Staff Mode Manual, the examples, and/or the exercises?

7. Do you have questions that were not answered in this session? If so, please write them in the space below. Include your name and mailing address so that we can reply to you.

NAME:____

MAILING ADDRESS:____________________________________

Evaluation Form for IRIS Training Sessions

Trainer:________________________ Module:____________________ Date:______________

Please respond to the following statements by circling the appropriate number below each phrase.

The key to the ratings is as follows:

1. Disagree strongly
2. Disagree mildly
3. No opinion
4. Agree mildly
5. Agree strongly

A rating of "5" is considered most favorable, while a rating of "1" is least favorable.

Comments are appreciated!

1. The goals and objectives of this IRIS training session were clearly stated.

1....2....3....4....5

Comments:

2. The goals of this training session were relevant to my particular work.

1....2....3....4....5

Comments:

3. The basic overview of the module was presented clearly.

1....2....3....4....5

Comments:

4. Specific functions of the module were presented clearly.

1....2....3....4....5

Comments:

5. The examples used were appropriate and well chosen.

1....2....3....4....5

Comments:

6. Questions were answered satisfactorily.

1....2....3....4....5

Comments:

7. The printed training materials were helpful.

1....2....3....4....5

Comments:

8. The sequence of topics covered in the training session was appropriate.

1....2....3....4....5

Comments:

9. Following the this training session, I am more knowledgeable about the module.

1....2....3....4....5

Comments:

10. Following this training session, I am more comfortable with the module.

1....2....3....4....5

Comments:

11. The goals and objectives of this training session were met.

1....2....3....4....5

Comments:

12. To improve this training session, I would:

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TRAINING EVALUATION

OCLC____ NOTIS____ Faculty____ Staff____ Student____

Trainer's name:________________________________ Date:______________

1. Please circle to what extent you agree or disagree with the following statements about this training:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

a. Subject matter was adequately covered.

4 3 2 1

b. Content was suitable for my background and experience.

4 3 2 1

c. The training was well paced.

4 3 2 1

d. I felt welcome to ask questions.

4 3 2 1

e. The exercises helped reinforce the lessons.

4 3 2 1

f. The material was clearly presented.

4 3 2 1

g. The presentation was well organized.

4 3 2 1

h. Time spent in present position prior to beginning OCLC/NOTIS was adequate to prepare me for this training.

4 3 2 1

2. Please rate the training program by circling the appropriate number:

5 = Excellent 4 = Good 3 = Average 2 = Fair 1 = Poor

5 4 3 2 1

3. What topics in the training should be developed more completely?

Less completely?

4. Please rate the following items:

4 = Excellent   3 = Good   2 = Fair   1 = Poor

a.	Meeting space	4	3	2	1
b.	Exercises	4	3	2	1
c.	Training manual	4	3	2	1
d.	Other ______________________	4	3	2	1

5. Please rate the trainer by circling the appropriate number under "content" and "presentation":

5 = Excellent   4 = Good   3 = Average   2 = Fair   1 = Poor

Content of course:

5   4   3   2   1

Presentation of teacher:

5   4   3   2   1

6. How can this training program be improved?

7. Comments:

TRAINING DOCUMENTS

NOTIS FUNDAMENTALS

Study Guide

Prepared by Cheryl Taranto

University of Alabama Libraries
Monographs Cataloging
September 19, 1989

SIGNING ON TO NOTIS

In order to sign on to NOTIS input the following command:

```
LIBRCICS <enter>
<clear>
```

TERMINAL KEYBOARD

Cursor move keys:
- Local cursor keys (arrows)
- Tab and back tab
- Return
- Space bar (this creates a space character as well as moving the cursor)

Special function keys:
- Enter
- Delimiter (Shift-1)
- Field mark (Shift-field mark key)

Functions of clear key:
- Clear the screen
- Back out of a record or function
- Move between modes (e.g. public, technical services, etc.)

Reminders:
- If function is on face of key cap (or the bottom of two functions on key cap), press key.
- If function is the top function of two on key cap, press <shift> + key.
- If function is on front of key cap, use <alt> + key.
- On the command line, NOTIS accepts either upper or lower case input.
- NOTIS reads entire line. Therefore, when typing over, use <erase eof>

TRANSACTION CODES AND COMMANDS
NOTIS TRAINING FILE

The transaction codes we will be using in the training mode:

LTNU	Technical processes
LUIN	Online public catalog

All transaction codes consist of two parts, two characters to each part:

1. LT + 2 character processing unit code (technical services)
2. LC + 2 character institution group code (library circulation)
3. LP + 2 character patron group code (library patron)
4. LU + 2 character institution group code (library user)

Basic information on commands:

All commands are typed on the request line. Commands are used to locate records, create records, and request batch products. There are three segments to each command:

1. transaction code. This is implied in the public catalog; the patron will not have to type a transaction code when doing a search.

2. command

3. parameter(s)

Common commands:
FIND

NEXT

GUIDe

NEW

BIBLiographic record

INDX

NOTIS anticipates what the user's next step would be and supplies a command accordingly, e.g. **DONE** or **MORE**. More on these two commands later.

SEARCH THE AUTHOR/TITLE INDEX IN THE STAFF MODE

When searching the author/title index either by author or title, if the search has more than 21 records that match the search term, NOTIS segments the matches into groups and displays a guide screen of brief entries. This screen is called the guide screen.

From the guide screen, the index screen can be accessed. When indexed entries for 2-21 records match the search term, NOTIS takes the patron directly to an index screen. The index screen contains the title proper (indicated by +), the author (indicated by *), the date of publication for monographs or place of publication for serials (indicated by <) and a two letter code indicating the processing unit responsible.

From the index screen, individual bibliographic records can be accessed. If only 1 entry matches a search term, NOTIS goes directly to the bibliographic record.

Searching the Author/Tile index by title

From a clear screen, enter the following:

```
LTNU FIND t=a <enter>
```

This search brings you to a guide screen. In order to see specific titles listed, display an index screen by typing a line number and pressing <enter>:

```
LTNU 1 <enter>
```

If there are more entries not shown on a screen, the word MORE will appear in the command line. To move forward one screen at a time to view more of the index, press <enter> by leaving more in the command position. If the word DONE appears here, there are no more records.

To move forward or backward through the index, you can also type LTNU indx no. Example:

```
LTNU indx 42  <enter>
```

This is helpful if index is large, and to force a group of titles onto the same index screen.

To display a single record from this index screen, type a line number.

1. Terminal 1: **LTNU 51**
2. Terminal 2: **LTNU 53**
3. Terminal 3: **LTNU 61**

Usually, the copy holdings record displays. To get to the bibliographic record from the copy holdings record, type:

```
BIBL <enter>
```

To return to the guide screen from either an index screen or a bibliographic screen, use the command GUID.

```
LTNU guid
```

When 2-21 records match the search term, NOTIS goes directly to an index screen, bypassing the guide screen:

```
LTNU find t=aei  <enter>
```

From here, you can access an individual record by typing a line number. To get back to the index screen from an individual record, type **indx** <enter>

When only 1 record matches the search term, NOTIS goes directly to the individual record without a guide or an index screen:

```
LTNU find t=atomic
LTNU find t=access
LTNU find t=taking stock
```

Hints for searching by title

Omit initial articles, all languages
Omit punctuation and diacritics
Omit ampersand or spell out
Numerals and "&" may require playing around
Truncation is implicit
No single-word searching
NOTIS includes subfield b of 245 index entries
Character by character matching
A new search can be initiated from any screen

To return to a guide screen, use the command **GUID**
To return to an index screen from a bibliographic record, use the command **INDX**
To get to a bibliographic record from a copy holdings record, type **BIBL**
To get to a copy holdings record from the bibliographic record, type **HLDG**

Searching the Author/Title index by Author

Author index includes personal and corporate names, as well as names used a main and added entries.

From a clear screen, enter the following:

```
LTNU find a=s  <enter>
```

This brings you to a guide screen. To display an index screen from a guide screen, type a line number:

```
LTNU 152  <enter>
```

To display another portion of a multi-screen index, the procedure is similar to that of title searching.

```
LTNU indx 1  <enter>
```

To move forward through an index screen by screen, press **<enter>**, leaving **more** in the command position.

In order to display a single record from the index screen, type the line number:

```
Terminal 1: LTNU 155
Terminal 2: LTNU 140
Terminal 3: LTNU 157
```

When 2-21 records match the search term, NOTIS displays an index screen, bypassing the guide screen.

```
LTNU find a=smith  <enter>
```

If you want to see bibliographic records of several items listed sequentially in an index, you can do this without returning to the index. For example, if you want to see bibliographic records of the first three items:

```
Terminal 1: LTNU 1
Terminal 2: LTNU 4
Terminal 3: LTNU 7
```

This brings you to the bibliographic record of item 1 of the index screen. From here:

```
NEXT
```

This brings you to the bibliographic record of item 2 of the index screen without going back to that index screen. From here:

```
NEXT
```

This brings you to the bibliographic record of item 3 of the index screen without going back to that index screen. This can be done as long as there are more records.

When only one record matches the search term, NOTIS goes directly to the individual bibliographic record:

```
Terminal 1: LTNU find a=martin carlos
Terminal 2: LTNU find a=martin mike
Terminal 3: LTNU find a=martin rene
```

Corporate Headings

Simple heading

```
LTNU find a=United States
```

Heading with subordinate units: separate by spaces

```
LTNU find a=United States dept of transportation
```

Rotated corporate heading

```
LTNU find a=dept
```

Hints for searching names

Exclude comma after surname
Omit punctuation, diacritics, and ampersand
Multiple surnames - use both, e.g. Garcia Lorca
Truncation is implicit
Include surname only except when name is common

Reminders: Commands

find is the basic command for searching indexes

A new search can be initiated from any screen without clearing it.

To return to the guide screen from an index screen or a bibliographic record, use the command **guid**.

To return to the index screen from a bibliographic record, use the command **indx**.

To go to the bibliographic record from a copy holdings record, use the command **bibl**.

To go to the copy holdings record from a bibliographic record, use the command **hldg**.

Use the command **next** when you are on a bibliographic record to display the next record in an index display.

Prev is used to display the previous record in an index display.

More is used to display the next screen of a multiscreen record.

Term redisplays the current index search term.

ADDITIONAL CODES FOR SEARCHING NOTIS INDEXES

Standard Number Index

nb=	ISBN (020 field)
nc=	CODEN designation (030 field)
nk=	Stock number (037 field)
nl=	Library of Congress control number
no=	Local system control number (OCLC or RLIN no.)
np=	Music publisher number (028 field)
nr=	Standard recording number (024 field)
ns=	ISSN (022 field)
nt=	Technical report number (027 field)

To search the International Standard Book Number (ISBN), exclude hyphens and spaces. Searches 020 field of the bibliographic record.

```
LTNU find nb=026204076
LTNU find nb=2070278646
LTNU find nb=066900734x
```

To search the International Standard Serial Number (ISSN), the hyphen is optional. Searches 022 field of bibliographical record.

```
LTNU find ns=00332747
LTNU find ns=00108367
```

Call Number Indexes

cd=	Dewey call number
cl=	Library of Congress and National Library of Medicine call numbers
cs=	SUDOCS numbers
co=	"Other" call numbers

To search by a Library of Congress call number:

```
LTNU find cl=bv260
LTNU find cl=h59
```

To search the Superintendent of Documents index:

```
LTNU find cs=td1 127
```

Subject Index

s=	Library of Congress Subject Headings
sm=	Medical Subject Headings
sc=	Library of Congress Childrens Subject Headings
st=	Local subject headings

Search by Library of Congress Subject Heading:

```
LTNU find s=literature
```

Search by Medical Subject Heading:

```
LTNU find sm=drugs
```

Searching by the NOTIS record number

The NOTIS record number is the key rather than a true index. The NOTIS record number will be three letters and four digits.
To search by the NOTIS record number and display a bibliographic record:

```
LTNU find aam3139
LTNU find ada3032
```

To search by the NOTIS record number and display a copy holdings record:

```
LTNU hldg aam3139
```

CREATING BIBLIOGRAPHIC RECORDS BY DIRECT INPUT

Summary of steps in creating a bibliographic record by direct input:

Search the database to be sure a new record is needed.
Consult the authority file to obtain form of entry for name.
Request a workform.
Type the data for the fixed fields.
Type the data for the variable fields.
Reformat and proofread the record.
Store the record.

Result of storing record:

A message confirms that record has been created, e.g.,
Record AAA1234 created.
Index entries for 1xx and 245 field are created immediately.
Linked holdings record created automatically.

Exercise in creating a bibliographic record by direct input

1. Search database to be sure a new record is needed.
   (search by ISBN, title, author)

2. Consult the authority file to obtain form of entry for name.

   LTNU find na=

3. Request a workform

   LTNU new b

   A workform is displayed with fixed fields appropriate to the books format.

4. Change the **DONE** command to **SAME**.
   Warning: **DO NOT PRESS ENTER.** Enter will not be used until record is complete.
   DONE is the default supplied and is used to store records.
   SAME allows you to reformat and proofread before storing records; reformatting prevents the creation of unwanted index entries.

5. Code the fixed fields. (Use the tab keys to move the cursor through the fixed fields)

   Tab down to E/LEV. Enter 7 to indicate cataloging is incomplete.

   DT/1. Date 1 is used by system to create an index entry. Input the correct date.

6. Code the variable fields. Here you can use the arrow keys.

   245:: Title
   100:: Personal name main entry
   260:: Imprint
   020:: International Standard Book Number
   090:: LC Call Number

Indicators are default supplied.
Use international standard bibliographic description.
Include period at end of fields except 020.
Type ISBN without hyphens.
Field mark must separate each field.

7. Reformat the data:

   Press **<enter>** leaving **same** in the command position.

8. Proofread: correct system detected errors; correct data errors.

9. Store the record:

   Press **<enter>** with **done** in command position.

Be sure you take down the NOTIS record number it gives you. You will need it later.

Results of storing record: a message confirms that record has been created. Index entries for 1xx and 245 field are created immediately, and linked holdings record created automatically. Use the NOTIS tag charts as a guide for coding.

ACTIVATING AND UPDATING COPY HOLDINGS RECORDS

Once the bibliographic record has been created, the copy holdings record will need to be activated. The copy holdings record records local information for all copies in a processing unit.

To display the copy holdings record:

LTNU hldg (record no. for your record just created)

Contents of copy holdings record:

NOTIS record number (upper right hand corner)

Brief display from bibliographic record.

Catalog status code:
"a" is default, means in-process. Until this a is changed to an "h", subjects do not index:

Tab down to status and change a to h.

Catalog status date (DT)
This is the holdings record creation date.

Action date (AD)

Title level notes
Used for notes that apply to entire record, such as the cataloger's initials, type of cataloging. These notes will never show on the OPAC

Copy Control Number
System-supplied

Copy Status Code
Operator supplied, indicates status of the copy:

0 single-volume open
1 single-volume complete
2 multi-volume open
3 multi-volume complete

Tab down to the copy status code and put in the appropriate code.

Classification Type Code

Indicates to the system the type of classification system used in subfield b.

A = in process
L = Library of Congress
D = Dewey
X = No call #

Insert the correct classification code.

Location & call number

a Input form: can use only codes already identified to the system in LC 105 table.
Copy holdings is activated when a location code is entered.

b Class number: 12 character limit.
c Cutter/Book number: up to 12 characters each.
v Caption information.
k This is optionally used for oversized material.

CAUTION: Call number appears beginning in b, not in a as in 090 field.

Enter the location and call number now.

Copy statement date

System supplied.

Copy level notes

Used for notes specific to the copy.
um= When a message is preceded by this, the message will appear in the public catalog display.

Item record count

Summary of the number of item records linked to the copy.

When the above changes have been made press <enter> with **DONE** in the command position to store changes.

At this point, you can look at your record as displayed in the OPAC:

1. Press **<clear>** to clear the screen completely.

2. Type the Transaction code for OPAC: **LUIN**

3. Search the OPAC by title: **t=**

Contents of an OPAC display:
- Brief bibliographic display
- Location, call number, volume holdings if appropriate
- Circulation information if applicable.

Hints on search the OPAC:
- Omit the "FInd" command
- Public can search by title author, subject and keyword
- To view searching hints online, follow instructions at bottom of screen.

Express return to staff mode:
- With record displayed, Press **<shift>** and type > then press **<enter>**

LINKED ITEM RECORDS

Role of a linked item record:

Item records, both linked and unlinked, are used to circulate material on NOTIS. Linked refers to the fact that the copy is linked to a copy statement of a copy holdings record. Linked item records permit access to circulation status information via the public catalog.
This is where the barcode information goes.

To display a linked item record via the copy holdings record:

Terminal 1: **LTNU find t=atomic**
Terminal 2: **LTNU find t=access**
Terminal 3: **LTNU find t=taking stock**

Display the item record:

LTNU item 1

Contents of a linked item record:

1. Item control number

2. Brief bibliographic display

3. Data from copy holdings record

4. Linked item subrecord

5. Enum/chron

6. Midspne

7. Dept locn

8. temp Locn

9. Item ID - this is the barcode

10. Loan code - required - system uses this in calculating a due date.

11. Pieces

12. Review

13. Action

14. Status

15. Sub-status

16. Charges

17. Browses

18. Overdues

19. Avail notices

20. Recall/hold

21. Value

22. Created

23. Updated

24. Last use

25. Notes

26. Discharge information.

In creating a linking record for your bibliographic record, you can call up a workform from the holdings statement.

Display holdings record:

LTNU hldg (record number)

Request a workform:

CITM 1

When creating the item record, change **DONE** to **SAME.**

Tab to ITEM ID field, and type a barcode number.
<enter>

Store linked item record by pressing **<enter>** with **DONE** in the command position.

VOLUME HOLDINGS RECORDS

The volume holdings record is used for multi-volume sets. It can be accessed or created from a copy holdings record.

```
Terminal 1: LTNU find t=journal of
Terminal 2: LTNU find t=acta astr
Terminal 3: LTNU find t=acta mech
```

To display the volume holdings record linked to copy 1:

```
LTNU vhld - 1
```

Contents of a volume holdings record:

1. Notis Record number

2. Brief bibliographic display

3. Data from copy holdings record

4. Volume holdings data

    Tab down to volume holdings.
    Change the format of the volume holdings

    Store the volume holdings record: press **<enter>** with **DONE** in command position.

Now view the record displays in the OPAC. Note that the system displays the data exactly as it is entered.

TO LOGOFF NOTIS:

Clear the screen the enter the following:

```
CSSF LOGOFF
```

NOTIS CATALOGING AND AUTHORITY CONTROL

Study Guide

Cataloging instructions prepared by Cheryl Taranto

Authority control instructions prepared by Cheryl Taranto and Debra Hill

University of Alabama Libraries
Monographs Cataloging
August 1990

Creating and updating copy holdings records

Copy holdings records contain local copy-specific information for all copies within a processing unit.

To create and/or update copy holdings records:

1. Display copy holdings record.

2. Enter cataloging status codes as follows (this is title level information):

a	in process, cataloging copy found (default)
b	in process, no cataloging copy found
c	not to be cataloged
d	classed separately (generates OPAC message)
e	manually cataloged
f	temporarily cataloged, cataloging copy found
g	temporarily cataloged, cataloging copy not found
h	cataloging completed
x	not held, not in process

3. Enter copy status and classification codes as follows (this is copy level information):

Copy Status Codes

0	single volume, incomplete
1	single volume, complete
2	multi-volume, incomplete
3	multi-volume, complete

Classification Codes

I	In process
L	Library of Congress call number
M	Alternate Library of Congress call number (used if two different copies have two different LC call numbers, for example)
S	Sudocs
B	NLM
O	Other (099's)

4. Enter location and call number information as follows:

a location b class number c cutter v caption information

Caption information should be used to indicate the presence of a volume holdings record.

5. Store copy holdings recording by pressing <enter> with **DONE** in command position. You should receive a message indicating that the copy holdings record has been created.

Processing added copies

The process for adding copies to an already existing copy holdings record is similar to that previously covered.

1. Display copy holdings record.
2. Enter appropriate copy status and classification codes as outlined on p. 1.
3. Add location codes in a.
4. Add call number in b and c if necessary. If the call number for subsequent copies are the same as copy 1, the call number need not be input again. Only if the call number is different do you need to input it here.
5. Store the updated record by pressing <enter>. You should get message indicating that the copy holdings record has been updated.

Creating and updating volume holdings records

Volume holdings records are used to record specific holdings for each copy listed on the copy holdings record of a multi-part publication.

To create/update volume holdings records:

1. Display copy holdings record.

2. Request a volume holdings record using the command **vhld**. To request a volume holdings record for copy 1: **vhld - 1** <enter>, for copy 2: **vhld - 2** <enter>, etc.

3. Record volume holdings data. For example:

   VH001: v. 1-2

4. Proofread, correct errors.

5. Store the record with **DONE** in the command position. You should get a message that the volume holdings record has been created.

6. To resequence volume statement numbers, type over a statement number with a new number, and then store the record. For example:

   VH001: v. 1
   VH002: v. 7-9
   VH003: v. 5

   To switch statements VH002 and VH003, type a number 2 over the 3 and a number 3 over the 2 and then store. This will automatically resequence to appear as follows:

   VH001: v. 1
   VH002: v. 5
   VH003: v. 7-9

7. To delete a volume holding statement, display the volume holding record. Tab to the first 0 in the line to be delete and press <ERASE EOF>. Store the changes.

Creating and Updating Linked Item Records

Item records are used to circulate material on NOTIS. Linked refers to the fact that the copy is link to a copy statement of a copy holdings record.

To create a linked item record:

1. Display a copy holdings record.

2. Request a workform, specifying which copy statement the item will be linked using the command **CITM <copy statement no.>**.

3. Enter all appropriate information:

   a. Status: A=Active, W=Withdrawn, D=logically deleted. Status must be A in order for the item to circulate.

   b. Enum/Chron: used for multi-part publications. For example, **Vol. 1** can be inserted here.

   c. Midspine: used in conjunction with Enum/Chron, contains information such as "Winter" or "Spring" that appears on the spine of a piece. Primarily used with serials.

   d. AD: Action date, used to bring an item to someone's attention on a specific date. Items with an action date will appear on daily operations report.

   e. ITEM ID: This is the barcode information.

4. Store the linked item record by pressing <enter>. You should receive a message that the item record has been created.

5. When there are many linked item records attached to a copy holding statement, it is sometimes helpful to get a listing of the volumes and item id. By using the command **SUMM-<copy control number>**, you can get such an item summary. It looks very similar to a volume holdings record, but do **not** confuse the two. This is a summary of linked item records, not volume holdings. You can reach a linked item record from this screen.

Creating and Updating Unlinked Item Records

Unlinked refers to the fact that the item is not linked to a copy statement of a copy holdings record. Unlinked item records are most often used to circulate uncataloged material. For example, an unlinked item record can be created to circulate an SEL thesis/dissertation which is not yet cataloged. Once the item has been cataloged, the unlinked item record can then be linked to the copy holdings statement.

Fields contained in the unlinked item record not found in linked item records include: author, title, location, classification type, and call number.

Steps in creating unlinked item records:

1. Request a workform from a clear screen using the command LTMN CITM.

2. Fill in the author, title, location, class type, and call number.

3. Insert item ID (barcode).

4. Proofread and store.

NOTIS will assign the unlinked item record a number just as it does for bibliographic records and the attached copy holdings and item records. However, unlike the numbers attached to other records, it will consist of only two letters followed by five digits.

The unlinked item record can be called up by item id, item record number, and call number.

To link an unlinked item record to a copy holdings statement once the item has been cataloged, follow the following procedure:

1. Display the copy holdings record of the record to which the item is to be linked.

2. Type the keep command, indicating the copy number of the copy to which the item will be linked:

   ```
   LTMN keep 1
   ```

3. Display the unlinked item record to be linked.

4. Issue the command to link the item to the specified copy:

   ```
   LTMN link
   ```

5. Compare the linked and unlinked versions of the item record; verify item is being linked to correct bibliographic record and copy statement.

6. Abort the link if necessary by pressing <clear>

7. Proceed with the link if everything matches by pressing <enter> with **done** in the command position.

Once this procedure is done, the unlinked item record disappears and cannot be displayed again. A linked item record is created.

Withdrawing copies from the Collection

Withdrawing copies from the collection requires several steps in NOTIS. Record should be deleted or deactivated in the following order:

1. If order linkage is present, acquisitions must be notified to delete the linkage. This step is not mandatory until acquisitions comes up.

2. Deleting or editing volume holdings record as needed when dealing with a multi-volume or part publication (see p. 4).

3. Deleting or withdrawing item records.

   ### Deletion/Withdrawal of Item Records

   Complete deletion of item records should be done only when there is no circulation data or history attached. Simply change the status code to **D** (delete), and the item record is completely deleted from the database.

   In order to withdraw an item record (this is more desireable than deletion, for it retains circulation history in the database which deletion does not), the following steps should be taken:

   a. Display item record.

   b. Replace status code with **W** (for withdrawn). When the summary screen is shown, a W will show up for withdrawn.

   c. Store the updated item record.

4. Deleting or deactivating copy holdings statements.

   ### Deleting/Deactivating Copy Holdings Statements

   a. Display copy holdings records. Make sure all volume holdings have been deleted and item records have been relinked, deleted, or, most commonly, withdrawn.

   b. On appropriate copy statement, change copy status to 0 (zero) for single volume monographs or 2 for multi-part publications. Change the classification code to **Z**.

   c. If there is still another copy present, make sure it contains the location and call number information in subfields a and b.

d. If last or only copy is being withdrawn, change the cataloging status code to a lower case **x**.

e. Store the updated copy holdings record.

5. Deleting bibliographic records. This **must be done** last, as when the bibliographic record has been suppressed or deleted in any way, nothing can be done to the volume holdings, item, or copy holdings record.

Deleting Bibliographic Records

Complete deletion of bibliographic records is not recommended unless the bibliographic record has been input by mistake, i.e., wrong bib record transferred from OCLC. If there are any copy holdings or item records associated with the bib record, it should be kept and suppressed. Then it can serve as a record of what has been done and can be activated if another copy is bought.

Complete Deletion

In order to completely delete a bibliographic record:

a. Display the bibliographic record.

b. Change the value in the S/D fixed field to an uppercase S.

c. Store. Once the record is stored, it can only be accessed by NOTIS record number, and once the program to purge the database is run, it is deleted completely from the database. In addition, no changes can be made to copy holdings, item, or volume holdings records. This is why it is mandatory to deactivate or delete these other records first.

Partial Deletion

This is the recommended procedure when withdrawing. The bibliographic record is still accessible in the Merged Headings Index in technical services, but is suppressed in the OPAC.

a. Display the bibliographic record.

b. Tab to the STAT fixed field and change the 2nd character from lower case to upper case, e.g., change a lower case **m** to an uppercase **M.**

c. Store. As in complete deletion, the copy holdings, item, and volume holdings records cannot be edited or changed at this time.

Deleting Duplicate Authority Records

1. Search for duplicate authority records in NOTIS using **find fx** as the search request.

2. In the authority record selected for retention (usually the one with **n** followed by the number in the 010 field), encode the name, subject, and title heading use codes as appropriate. (If it is to be used, the correct code is **c**).

3. Press <enter> with **done** in the home position.

4. Display duplicate authority record chosen for deletion (usually the one with **sh** followed by a number in the 010 field).

5. Tab to the STAT fixed field element.

6. Put a capital **D** in the second position of the STAT field.

7. Store the deleted record by pressing <enter> with done in the home position.

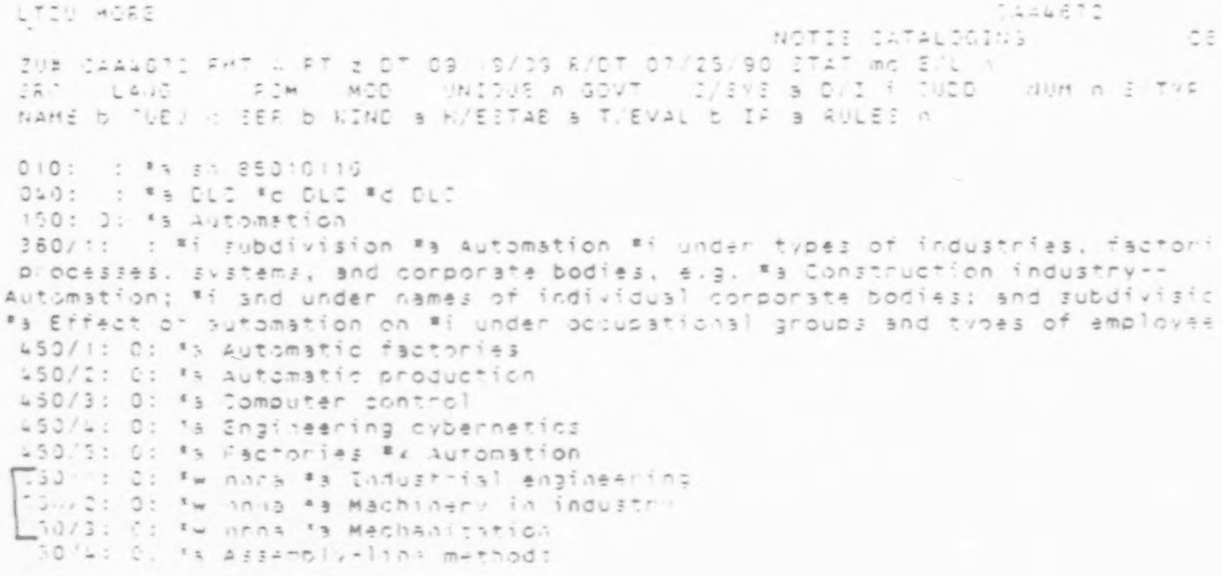
VALIDATING 5XX CROSS-REFERENCES

Each 5XX cross-reference appearing on an authority record in the NOTIS database must be validated. This means that one must determine whether or not the 5XX is also represented in the database as a primary term (1XX, 6XX, or 7XX). To validate 5XX cross-references, execute the following steps:

1. Search each 5XX term to determine whether or not it occurs in the database.

2. If the 5XX appears in the database, $w is not required. One must, however, be sure that an authority record for the 5XX term also appears in the database.

3. If the 5XX term does not appear in the database, the cross-reference should be suppressed by coding Position 4 [Byte 3] of $w with an "a" as indicated in the following example. Failure to do so will result in a blind cross-reference. Note than when position 4 is coded all preceeding positions must also be coded. The default value for each of these positions is "n" as also indicated in the example below.



```
LTIU MORE                                                       CAA4672
                                                NOTIS CATALOGING           CS
ZUB CAA4672 FMT A RT z DT 09/19/89 R/DT 07/25/90 STAT mc E/L n
SRC   LANG     RIM   MOD   UNIQUE n GOVT   S/SYS a D/I i SUBD   NUM n S/TYP
NAME b SUBJ a SER b KIND a H/ESTAB a T/EVAL b IP a RULES n

010:  : *a sh 85010110
040:  : *a DLC *c DLC *d DLC
150: 0: *a Automation
360/1:  : *i subdivision *a Automation *i under types of industries, factori
processes, systems, and corporate bodies, e.g. *a Construction industry--
Automation; *i and under names of individual corporate bodies; and subdivisio
*a Effect of automation on *i under occupational groups and types of employee
450/1: 0: *a Automatic factories
450/2: 0: *a Automatic production
450/3: 0: *a Computer control
450/4: 0: *a Engineering cybernetics
450/5: 0: *a Factories *x Automation
550/1: 0: *w nnna *a Industrial engineering
550/2: 0: *w nnna *a Machinery in industry
550/3: 0: *w nnna *a Mechanization
550/4: 0: *a Assembly-line methods
```

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Global changes using Technique 1

Steps in executing Technique 1 and the GLOB command:

1. Search for the authority record with the established form of the heading in the 1xx.

2. Check the 4xxs in the authority record to make sure that the old forms of the heading match what appears in your bibliographic file.

3. Encode position 3 [byte 2] of the control subfield w to a in all of the 4xxs which correspond to the headings you wish to change in your bibliographic file. In the example shown below, all entries in the database which are under C.B.S. Fox Video and CBS/Fox Video, Inc. would be changed to CBS Fox Video. The subfield w must appear before a, and coded as shown in the example.

```
ALTZU DONE                                                  C.AI999
                                       NOTIS CATALOGING              C626
 ZU# CAAI999 FMT A RT z DT 09/19/89 R/DT 10/12/90 STAT mc E/L n
 SRC   LANG      ROM   MOD   UNIQUE n GOVT    S/SYS a D/I n SUBD   NUM n S/TYP n
 NAME c SUBJ a SER b KIND a H/ESTAB a T/EVAL a IP a RULES c

 010:   : *a n  84074645
  40:   : *a O *c DLC *d OCoLC
 110:20: *a CBS Fox Video.
 410/1:20: *w nna *a C.B.S. Fox Video
 410/2:20: *w nna *a CBS/Fox Video, Inc
 670/1:  : *a Massey, M. E. What you are is where you see <VR> 1984: *b credits
(CBS Fox Video)
 670/2:  : *a OCLC data base, 3-6-89 *b (hdg.: CBS Fox Video; usage: CBS Fox
Video; CBS/Fox Video; CBS/Fox Video, Inc.)
```

4. **Make sure there is a period at the end of the 1xx field of the authority record.**

5. **Make sure there are no periods or blank spaces at the end of the 4xx fields. Use the <erase eof> key to eliminate any spaces that might appear at the end of the 4xx fields.**

6. **If the 4xx fields ends in an initial or an abbreviation, do not use a period after the initial or abbreviation.**

7. If you need to add 4xx headings for variant forms to the authority record you can do so.

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8. Use the 690 field to record the initials of the person executing the global change and the date it was requested.

9. Type **GLOB** on the request line and press **<enter>**. You can also type **ltmn GLOB** <NOTIS record no.> from a blank screen and press **<enter>**.

   System responds with **GLOB HAS BEEN REQUESTED.**

10. Remember to change or delete the subfield ǂw codes and change the punctuation back to their original state after you have run Technique 1.

Michigan State University Libraries
(this document under revision, 1/91)

M.S.U. MAGIC BASIC TRAINING: SEARCHING

TUTORIAL

March 21, 1989

TOPICS COVERED IN THIS SESSION:

1. So what the heck is MAGIC, anyway?
2. Beginning a MAGIC session.
3. Searching in Staff Mode (LTTS)
4. Searching oddities
5. Multi-volume Monograph Records.
6. Searching in Public Mode (LUMS)
7. Exercises:
8. Ending a MAGIC Session

REFERENCE SECTION:

MAGIC WORDS: Quick Reference
KEYBOARD MAP
SAMPLE SCREENS
MAGIC LINKS: Relationships between records
GLOSSARY
NOTIS/MARC TAG LIST

Important Notice: This is a basic training seminar. Please don't be insulted if it seems to you like we're assuming you know nothing: we need to make sure everyone knows certain basics about the system. At the completion of the session, you will have performed several kinds of searches on MAGIC, but don't expect to know everything about searching. That would require more time than we have. The only way to become expert is to use the system repeatedly, practicing on it after the training session is finished. The training staff encourages you to practice on the system as much as you can: because MAGIC is an integrated system, virtually every Library employee will need to use it sooner or later, and the more familiar you become with it, the less dislocation it will cause when it does become part of your job.

"When the weight of the documentation is greater than the weight of the aircraft, the plane's ready to fly." (Airline adage.)

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MAGIC BASIC TRAINING: SEARCHING
March 21, 1989

1. So what the heck is MAGIC, anyway, and how is it different from CLSI?

1.1. MAGIC is MSU's implementation of NOTIS, a set of library automation programs developed over the last 20 years at Northwestern University. The Library of Michigan, the University of Michigan and Wayne State University are also implementing NOTIS, as are many other major academic libraries nationwide.

1.2. MAGIC is an integrated system: that is, it consists of modules for several functions using the same database. It includes modules for cataloging, authority control, circulation, online catalogue, acquisitions and serials control. Cataloging and authority control will be fully operational by late spring 1989. Circulation and the online catalogue are scheduled to become operational at the beginning of summer term 1989. An Acquisitions Task Force has been appointed to recommend whether to implement the MAGIC modules for acquisitions and serials control or to interface MAGIC with INNOVACQ.

1.3. MAGIC runs on an IBM 4381 mainframe computer at the Computer Laboratory, so we can provide more terminals, faster "line speed" (that is, communication between the terminal and the main computer), and much better response time. (CLSI runs on two Digital Equipment PDP-11/34 minicomputers which were built over 10 years ago and are now almost obsolete.)

1.4. Like any major computer system, MAGIC takes time to set up. As of February, 1989, the "production database" (the one we will be using when MAGIC is fully operational) contains about 1,000,000 titles. These are all the titles from our OCLC cataloging tapes from 1975 to the present, plus those titles that have been through the retrospective conversion project. We also have a "test database" of about 60,000 titles (as of February, 1989). We will use this for training, so any mistakes we make will not affect the production database.

1.5. PC-Tie is a program developed specifically for use with MAGIC. It allows the PC on which it is running to communicate with MAGIC, which is running on the mainframe. A special program is necessary because: (1) the mainframe uses a different code to represent each character than the PC does, so a "translator" is needed; (2) the mainframe doesn't recognize PCs, so the PC-Tie program makes the PC look like a terminal with which the mainframe is familiar; (3) the PC does not normally display the ALA character set, but PC-Tie allows it to do so; and (4) the PC normally displays information one line at a time, but needs to handle a screenful at once to work with MAGIC.

2. Beginning a MAGIC session.
These instructions assume that your PC is turned off, and you are starting "from scratch". Depending on how the terminals you are working on are set up, you may not need to do some of these steps. Your trainer will tell you which ones you need to perform. Throughout the exercises, type in exactly what is underlined. Names of non-alphabetic keys are enclosed in pointed brackets, like <Return>.

2.1. Look at the keyboard map in the Reference handout.
  2.1.1. The alphabetic keys are just like those on a typewriter, except that if you hold any key down, it repeats.
  2.1.2. Note the **function keys** across the top row of the keyboard, numbered <F1> through <F12>. These have specific meanings in MAGIC, which are listed above the keyboard map.
  2.1.3. Note the **<Ctrl>** and **<Alt>** keys. (There are two of each.) These, like the shift keys, are used in combination with another key. The combinations used in MAGIC are listed below the keyboard map.
  2.1.4. Look at the **cursor control keys**. These move the cursor in the direction of the arrow.
  2.1.5. Find the **<NumLock>** key. When the light in it is on, the keys on the **numeric keypad** produce numbers; when it is off, they act as cursor control keys. Pressing the <NumLock> key turns the light on or off.
  2.1.6. While a command is being performed, the keyboard is locked, and a "Keyboard Locked" message appears at the bottom of the screen. You cannot "stack" commands with MAGIC like you can with OCLC. If keys are pressed while the keyboard is locked, the only result is an ugly noise from the PC.

2.2. Place the PC-Tie diskette in the A drive.
The "A" drive is the top drive on the Zenith machines. To insert the diskette in the drive, grasp it with your thumb on the label, and the oval cutout (through which you can see the stuff that looks like magnetic tape) towards the computer. Push the diskette into the drive until you feel it stop. Turn the latch on the disk drive clockwise until it points down.

2.3. Turn on the computer.
The computer's power switch is on the back plate of the computer, on the right side (as you face the front of the machine). The monitor's switch is on the right side of the monitor, as you face the screen. If the green power lights don't come on, check to see if the computer is plugged into an outlet strip, and be sure that is turned on. After the computer warms up, you will see "A>" on the screen. When you do...

2.4. Press 1 (the number one, not the letter L) then press <Return>.
This starts the PC-Tie program. A highlighted bar will appear across the bottom of the screen. This is the "status line", and messages may appear here from time to time. When the screen stops moving, the status line should say "ROLL", and the line immediately above it should have an arrow.

2.5. Press <Return>. The system will print some meaningless characters, then "Which host?".

2.6. Press <F1>.
After a brief wait, you will see the MAGIC welcome screen. From the contents of this screen, you will be able to tell whether you are in the right MAGIC database. (As of this writing, there are three: the "production" database (the one we will actually use when MAGIC is operational), the "test" database (containing selected bibliographic records, used for training and experimental purposes), and the "4.5" database (using the newest version of MAGIC software)).

2.7. You should be in the test database. If you are not, and **only if you are not**, follow these steps:
  2.7.1. Press <F4>.
  2.7.2. If you **do not** see the "VTAM APPLICATION SELECTION MENU", press <F4> again.
  2.7.3. When you see the "VTAM APPLICATION SELECTION MENU", press A, then <Return>, to select TEST.

2.8. Press <F6>. The screen will go blank.

2.9. Type cssn and press <Return>.
The system will display a signon screen, with the cursor next to "NAME".

2.10. Type open, then **press the <Tab> key**.
The cursor will move to "PASSWORD". (Do **not** press the <Return> key: if you do, the screen will go blank. If this happens, repeat step 2.9.)

2.11. Type password and press <Return>.
The system will say, "SIGNON IS COMPLETE".

2.12. Type ltts and press <Return>.
This is the **transaction code** indicating we want to use the Technical Services mode of MAGIC. Other transaction codes are LUMS, for the public catalogue, and LCMS, for the circulation module.

3. Searching in Staff Mode (LTTS)

We will search for Directory of Ethnic Publishers and Resource Organizations, by Beth J. Shapiro. The cursor is on the top line of the screen: this is the command line. This is where you type your commands to MAGIC, and where the system gives you messages.

3.1. Type find a s and press <Return>.
The searching command in LTTS is FIND. The command has three parts: the word FIND, a code for the index you want to search, and the "search key".

Hints for using "FIND":

- You can use FIND any time you are in staff mode, no matter what kind of record is on the screen. However, leftover typing from previous commands must be erased. To erase everything from the cursor position to the end of the command line, hold down the <Ctrl> key and press the grey minus key on the right hand edge of the keyboard.
- Automatic right truncation: that is, you can type in "bicycl" and the system will find "bicycle", "bicycles", "bicycling", etc.
- Omit initial articles, punctuation, and diacritics. (There are some exceptions which require the use of punctuation; we will cover them later in the session.)
- Ampersands and numerals may be written as such or spelled out; if one method doesn't work, try the other.

Index names for use with FIND:

A	Author	CO	LC Call Number
T	Title	S	Lib. of Cong. Subject Heading
ID	Record Number	NL	Lib. of Cong. Card Number
NB	ISBN	AR	Authority Record Number
NS	ISSN	NA	Authority Name
NO	OCLC Number	IT	Item ID Number (Bar Code No.)

The guide screen. You are now looking at a guide screen The top of the screen tells you how many records in the database match your search key (that is, how many records have authors whose last names start with "S"). The two columns below are to help you guess where among those records Shapiro will be found. (There is an example of a guide screen in the Reference handout.)

3.2. Note the number next to the SH on the screen. Type it in, then press <Return>.
You now see an **index screen**. It looks and functions like a guide screen, except the record numbers are consecutive, and start with the number that you just typed in. Also, each line now refers to a specific title. The title is preceded by a "+"; the date of publication, by a "<". If what follows the "<" is letters and not a date, that title is a serial. The "TS" next to each number is our **processing unit** code; TS stands for Technical Services. An index screen can contain lines with different processing units: in Wayne State's NOTIS system, books at Wayne State have a processing unit of WS; those at Oakland University have the processing unit OU. Michigan State now has only one processing unit, TS. (There is an example of an index screen in the Reference handout.)

Notice the word MORE on the command line at the top of the screen. This tells you that there are more books by authors whose names begin with "SH" than will fit on one screen. MORE is also a MAGIC command: if you press <Return>, the MORE command will show you the next screen.

3.3 Press <Return> several times.
Each time you press <Return>, the MORE command shows you the next screen. There is no "previous screen" command for use with index or guide screens. However, since we don't seem to be making very fast progress toward "Shapiro", we can guess at a record number, and look at an index screen starting with that number:

3.4. Type indx 1500 and press <Return>.

Not such a bad guess, eh? While we have used the INDX command to move forward in the index, note that it is the **only** way to move backward in the index.

3.5. There are four listings for the title we want (*Directory of Ethnic Publishers and Resource Organizations*). If you are in the training room, there is a number on the front of your computer. Use it in the following instructions:
  3.5.1. If you are at terminal #1, or if you are not in the training room, type the number next to the top listing, and press <Return>.
  3.5.2. If you are at terminal #2, type the number next to the second listing and press <Return>.
  3.5.3. If you are at terminal #3, type the number next to the third listing and press <Return>.
  3.5.4. If you are at terminal #4, type the number next to the bottom listing and press <Return>.

You now see a **copy holdings record** for Dr. Shapiro's book. This shows the author, title, and publication information, and some information about each copy the library owns. (There is an annotated example of a copy holdings record in the Reference Handout.) There is one **copy holdings statement** for each copy:

```
001  1E CN -a main/1 -b E184.A1 -c S57 1976            -d 12/08/88
     NOTES
     ITEM RECORDS        1
```

The "001" is the **copy control number**: the number by which MAGIC identifies this copy. The actual copy number from the book is found after the "-a", along with a code for the location: "main/1". **The copy control number may or may not match the actual copy number.** Copy holdings records are usually added to the system from our OCLC cataloging tapes, but may be manually entered by Technical Services Division staff. You would look at this record to find how many copies of a book have been catalogued and their location. This record also helps you to find item records:

3.6. Type item 1 (the number one, not the letter L) and press <Return>. Don't forget the space before the 1.

This is the **item record** for the copy represented in the first line of the copy holdings record. (You can tell by the "=>001" on the 6th line of the record, or the suffix to the record number in the upper right corner.) The bar code number is in the ITEM ID field. This is a **linked** item record, so called because it is "linked" to a copy holdings record containing call number and location information for the book. Linked item records may be input by Circulation staff or Technical Services staff; many will be loaded from tape as part of the conversion from CLSI. Not all item records will be linked, but unlinked items can only be searched in the staff modes, and only by call number and bar code number. Unlinked items may circulate on MAGIC. Unlinked item records will probably be entered by Circulation staff when books are bar-coded at checkout desks. You would look at an item record to find information about the circulation of a particular copy of a given book; for example, its loan period, whether it has been recalled, is overdue, etc. (There is an example of a linked item record in the Reference handout.)

3.7. Press <F6>.

This is a **bibliographic record** for our book. It is a **MARC record**, very much like the record used to catalog the book on OCLC. The numbers down the left side of the screen are **tags**, which are used as field names. For a description of the field represented by each tag, see the NOTIS/MARC TAG LIST after the glossary. Most bibliographic records are entered via our cataloging tapes from OCLC; some will be entered by Technical Services division staff as books are cataloged. The bibliographic record is also called the cataloging record: a title can be catalogued directly on NOTIS using this record. It is also called the "master record": all records referring to a book (except unlinked item records) are eventually tied to a bibliographic record. You would look at this record to find detailed cataloging information on a book, such as ISBN, OCLC number, LC subject headings, added entries, etc. (There is an example of a bibliographic record in the Reference handout.)

3.8. Type find s mau mau and press <Return>.

This is an example of a subject search. You must use an exact Library of Congress subject heading, just as you do with CLSI. There is one book listed under this heading; to see its record:

3.9. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.

You may use subheadings in a subject search, but the punctuation must be exactly as follows, spaces and all:

3.10. Type find s france -civilization -1830-1900 and press <Return>.

You can achieve the same result by searching under France, then selecting sub-headings from the resulting list:

3.11. Type find s france and press <Return>.

This produces a subject guide screen; you can select a specific subject heading by number, or look at the next screenful of headings by pressing <Return>. (Note the word MORE on the command line.)

3.12. Press <Return> twice.

As with the index screen we saw earlier, there is no "previous screen" command. To move backward through the subject guide, use the GUID command:

3.13. Type guid 25 and press <Return>.

As expected, you now see a guide screen beginning with line 25.

3.14. The following step depends on which terminal you are sitting at:
  3.14.1. If you are at terminal #1, or are not in a classroom setting, type find aaa1001 and press <Return>.
  3.14.2. If you are at terminal #2, type find aaa9772 and press <Return>.
  3.14.3. If you are at terminal #3, type find aaa9773 and press <Return>.
  3.14.4. If you are at terminal #4, type find aaa9774 and press <Return>.

So far, we have used **indexes** to search the MAGIC database. An index is a separate file which lists one or more fields (author, title, subject, etc.) from each record, so the computer can easily find records based on the content of the indexed field. In staff mode, MAGIC can also find records based on **keys**: numeric fields in each record. Because the keys are not indexed, they must be typed in exactly as they appear in the record, with no truncation. We have just done a search based on the MAGIC record number. (This number always appears in the upper right corner of the screen, no matter what kind of record is on the screen.) We can also search on OCLC number, Library of Congress catalogue card number, ISSN, and ISBN. Remember, however, the search key must exactly match the field in the record we want to retrieve.

3.15. Type find no 76334686 and press <Return>.

3.16. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.

You should be looking at the same record. If you get a different record or an error message, check your typing and try again. This is a search by OCLC number, which appears in the 035 field. **Note:** When searching by OCLC number, the number must be eight digits long. If it is not, add enough zeroes to the beginning to make eight digits.

3.17. Type find nl 79-42252 and press <Return>.

3.18. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.

This time we searched for the same record using the Library of Congress catalogue card number. (If you get a different record or an error message, check your typing and try again.) Note two things about this search: (1) The use of the hyphen. **The Library of Congress catalogue card search is one of the few times you will use any punctuation** in a search key. (2) The 010 field. This contains the number we searched, but with a zero instead of the hyphen. This will be important when you begin inputting bibliographic records.

3.19. Type find nl 79042252 and press <Return>.

This time we typed in the card number exactly as it is in the record, but couldn't retrieve the record.

3.20. Type co qh83w4 **Do not type the period before the Cutter!**

Notice that the word "FIND" is already on the command line. After an unsuccessful search, MAGIC assumes you want to issue another FIND command. Notice also that "leftover" typing extends beyond the cursor. If you were to press <Return> now, MAGIC would assume that it was part of your search command; therefore, you must erase it:

3.21. Press <Ctrl><keypad minus> and then press <Return>.

3.22. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.

This is a search on the call number index. You can search for a book by its call number, but **only in staff mode. Note** how MAGIC and PC-Tie can handle the umlauts in the 245 and 500 fields.

4. Searching oddities

As of this writing, there are several oddities about searching MAGIC in staff mode. This is by no means an exhaustive list; as you practice searching, you may discover more.

4.1. Type find co pq2637a274p41946 and press <Return>.

4.2. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.

You see the record for Le Petit Prince. But...

4.3. Type find co pq2637.a274p41946 and press <Return>.

4.4. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.

Now you see an index screen listing all the call numbers that begin with PQ 2637. A period in a call number search key usually truncates the search key, but be prepared for weirdness.

4.5. Type find co na1223u88s955 and press <Return>.

4.6. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.

Note: the call number in the record (the 090 field) is not the same as the one you typed in. This is because the call number search looks at the call number in the copy holdings record, not the one in the bibliographic record. In fact, the call number in the bibliographic record is not used for anything: it doesn't appear at all in the public catalogue.

4.7. Type find a rand c and press <Return>.

Corporate authors are searched just like personal authors; this search retrieves material authored by the Rand Corporation.

4.8. Type find a subcommittee on brittle fracture and press <Return>.

4.9. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4

You now see the bibliographic record for one book. Notice that the author has several parts (see the 110 field). When searching in either staff mode or public mode, you can search a corporate author by the broadest (first) part, or the narrowest (last) part, but nothing in between. For instance:

4.10. Type find a american society of mechanical engineers and press <Return>.

This search retrieves several titles, including the one whose record we just saw.

4.11. Type find a committee on prevention of fractures and press <Return>.

This search retrieves nothing: **you cannot search by any of the middle parts of a corporate author**. (Or, as a cataloguer would put it, you can only search by the main entry and the last "b" subfield.)

4.12. Type a michelangelo

Notice that you have "leftover typing" to the right of the cursor. To get rid of it...

4.13. Press <Ctrl><keypad minus>, then press <Return>.
(To make this easier to remember, notice that these are the keys at the lower left and upper right corners of the keyboard.)
At present, **the MAGIC database has no authority control**. This means there is no list of acceptable forms of authors' names, geographic names, etc. to which the title records must conform. One result of this is that some records for the poet and sculptor Michelangelo are listed under his last name (Buonarroti), and some under his first name (Michelangelo). Once authority control is implemented, all these entries will be in one form or the other; however, as the database stands now, you must check both names in order to do a thorough author search:

4.14. Type find a buonarroti and press <Return>.
Note that you see entirely different records.

4.15. Type find t topics in app and press <Return>.
The title we are searching for is *Topics in Applied Physics*. In technical terms, it is a "cat-sep series": a series of monographs, each of which has its own title in addition to the series title, and has its own call number (is "catalogued separately"). The test database has records for two titles in this series. Look at the first one:

4.16. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.
You are now looking at the bibliographic record for the volume that was listed first. Note the 440 field: this is the "series title" field; its contents are indexed in the title index along with the contents of the 245 field. In the 440 field is a -v subfield which gives this volume's place in the series (volume 19).

4.17. Press <F4> to return to the index list.
Notice that the number from the -v subfield does not show in the index. This means that if you need to search by the series title and volume number, you must go through all the index screens for the series and look at the bibliographic records of likely-looking volumes.

5. Multi-volume Monograph Records.
This will give you a chance to look up a title, and demonstrate the differences between multi-volume and single-volume monograph records.

5.1. Find the bibliographic record for The Lord of the Rings, by J. R. R. Tolkien. Use any command you wish. If you have trouble, ask for help from a trainer.

5.2. Press <F5> to look at the copy holdings record.
This copy holdings record shows that we have three copies. Note that the line number in the copy holdings record does **not** necessarily correspond with the copy number of the book.

5.3. Type vhld - 2 and press <Return>. (Note the spaces before and after the hyphen.)
You are looking at the **volume holdings record** for the copy listed on line 2 of the copy holdings record (that is, copy 3 of the book). This record is free form: anything can be typed in here. The line numbers down the left side of the screen are just that: line numbers, nothing more. Most volume holdings records are created from our OCLC cataloging tapes; some are entered by Technical Services staff. The contents of this record appear in the public catalogue after the words "LIBRARY HAS:". (There is an example of a volume holdings record in the Reference handout.)

5.4. Type vhld - 3 and press <Return>.
This is the volume holdings record for the copy listed on line 3 of the copy holdings record.

5.5. Press <F5> to return to the copy holdings record.

5.6. Type summ - 2 and press <Return>.
This is called the **item summary** record. It shows information about the item records for line 2 from the copy holdings record (note the "002" next to the arrow). It tells us that this record refers to copy 3 of the book, that there are three item records for this copy, and what each of the item records is. (This information is from the item record, which you will see next.) The item summary record derives all of its information from the bibliographic, copy holdings, and item records; it has no information of its own. You would use this record "on the way" to an item record for a multi-volume book. (There is an example of an item summary screen in the Reference handout.)

5.7. Type item 2 and press <Return>.
This is the item record referred to in line 2 of the item summary record; that is, the one for volume 3 of the book.

5.8. Press <F6> to return to the bibliographic record.
Next, we will examine a serial record:

5.9. Type find t ala year and press <Return>.
Note that on the index screen entries for the ALA Yearbook, the "<" symbol is followed by four letters, instead of a date. This indicates that the title is a serial. (The letters are the first four letters from the place of publication; i.e., Chicago.)

5.10. If you are at terminal number 1, or are not in the training room, press 1; if you are at terminal number 2, press 2; if you are at terminal number 3, press 3; if you are at terminal number 4, press 4.

This is the standard format for a MAGIC serial bibliographic record. Note the initial "The" in the 245 field: although it is in the record, we did not have to type it as part of the search key.

5.11. Press <F5> to look at the copy holdings record.

The fields in a serial copy holdings record are very much like those for a book. One exception is on the third line of the screen: instead of saying TS BOOK LC, it says TS SERL LC. **Note**: The "-k folio" entry in the copy holdings statement means that this item is 29 cm. tall or taller. (Many units of the MSU Libraries shelve these tall items separately.) When this entry appears in the copy holdings statement, the word "folio" will appear immediately before the call number in the public catalogue.

5.12. Type long and press <Return>.

This is how the bibliographic portion of the record will appear in the public catalogue.

5.13. Press <F6> to return to the bibliographic record.

6. Searching In Public Mode (LUMS)

So far, we have been in the technical services mode of MAGIC. MAGIC's on-line catalogue uses the same records and some of the same indexes, but the searching procedures are slightly different.

6.1. Press <Ctrl><F2> to clear the screen. (If the screen does not clear completely, press <Ctrl><F2> again.)

6.2. Type lums and press <Return>.
This is the opening screen in the public searching mode. The only search keys available are **A** (author), **T** (title), and **S** (subject). Instructions are given at the bottom of the screen, as is the command line. **Note** that you do not have to type "FIND" to perform a search:

6.3. Type a=s and press <Return>.
Note that we see the same guide screen we saw before, but this time, there are instructions at the bottom of the screen.

6.4. Type the number next to "SH", and press <Return>.
Again, we see an index screen just like the one we saw in staff mode. However, because of the instructions at the bottom of the screen, we can't see the book we were looking at before. To find its entry...

6.5. Press m then <Return> to see the next screen full of listings.

6.6. Type i 1500 and press <Return>.
This is the public catalogue equivalent of the INDX 1500 command we used when we performed this search in Technical Services mode.

6.7. Type the number next to Directory of Ethnic Publishers and Resource Organizations, and press <Return>. Note the options at the bottom of the screen.
This is how a MAGIC record will appear to the public. This record is a **virtual record**: it doesn't really exist in the machine; it is created in response to the search request from information in the bibliographic record, the copy holdings record, and the item record.

6.8. Press h and press <Return>.
In public service mode, you can type H at any time and get a help screen.

6.9. Type a=shapiro beth and press <Return>.
Note that you do not need to type the comma after the author's last name. In general, **you do not need to use punctuation when searching.**

6.10. Search for the book Lord of the Rings. If you have problems, press H and <Return> or ask a trainer for help.
Note how the information from the copy holdings record and volume holdings records is presented: there are CALL NUMBER and LOCATION lines for each filled-in line in the copy holdings record, and a LIBRARY HAS: line for each volume holdings record. This record occupies more than one screen; pressing <Return> moves back and forth between them.

6.11. Type s=france and press <Return>.
This is the same subject search we performed in Technical Services mode, and results in the same display. As in Technical Services mode, we can move forward through the subject guide one screen at a time:

6.12. Type m and press <Return>.
There is no "previous screen" key, so in order to move backward through the subject guide, we must guess at a line number:

6.13. Type g 10 and press <Return>.
(You may leave out the space if you wish: the public catalogue is much more forgiving than Technical Services mode!)

6.14. Type > (the shift key and the period) and press <Return> twice.
This returns you to staff mode, with the same record on the screen that you last viewed in public services mode.

7. Exercises:

Below are some titles, authors, control numbers, and subjects on which to try out your searching skills. Feel free to invent your own! Remember, however, that this test database only has 20,000 titles in it: don't get frustrated if a book you're looking for isn't there. Try searching in both staff mode and public mode. If you need help, ask a trainer.

7.1. Authors:

Richard E. Chapin (Do you know what the Director's middle name is?)
Beethoven
J. Utzon
Michigan State University

7.2. Titles:

Reactions in the Rumen
Georgie
Superlearning
Garrett Eckbo: A Bibliography
Kyoto Rediscovered: A Portfolio of Woodblock Prints
The Background of Ethnic Conflict
The Dog Judge's Handbook
42nd Street
2194 Days of War
Twenty-Six Etudes
Twenty Thousand Leagues Under the Sea
Playbill
Life Magazine
Proceedings of American Peanut Research and Education Association
Readings in Literary Criticism, vol. 4
William Cowper (Twaynes English Authors Series, No. 101)

7.3. Subjects:

Brewing
Kyoto in art
Sydney. Opera House.*
United States--Moral conditions
Dogs--Judging
German language--Foreign elements--Latin
Piano music (4 hands)*
Cookery, Scottish*
Prisons--Missions and charities
Missionaries, Women*
Missionaries, Medical--California*
Solar energy--Law and legislation--United States--Bibliography

*)These are somewhat more challenging than the others... try your skill!

7.4. OCLC Number:

76422309
76485865
6511844
6470302
6422102

7.5. ISBN: (Use no punctuation when searching by ISBN)
0-19-285100-4
0-44-058099-4
0-83-481521-4
0-81-081330-0

7.6. MAGIC Record number:
AAA3957
AAA7270
AAA7256
AAA6779
AAA6809

7.7. Call number:
TA 439 .M49
TP 570 .B84
DC 33.6 .Z46*
TX 717.3 .M35*
LB 3061 .O67 1979
PN 1992.3 .U5 G48*
NE 1300.6 .K37 A4 1980*
Z 5941 .A7 no.280

*)These are somewhat more challenging than the others... try your skill!

==

8. Ending a MAGIC Session

8.1. Press <Ctrl><F2>.

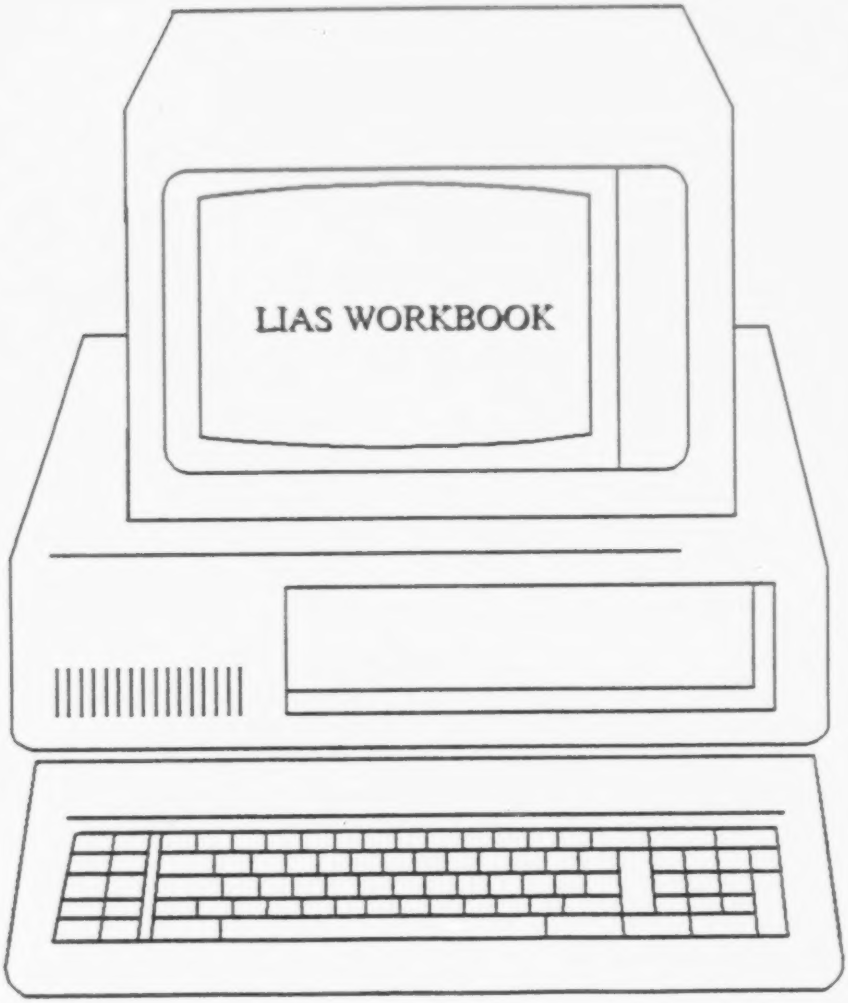
8.2. If the screen isn't blank, press <Ctrl><F2> again.

8.3. Type cssf and press <Return>.

8.4. Press <Ctrl><F3>.
The screen will look like it did after step 2.4, with a "%" on the last line.

8.5. Press <Ctrl><F9>.
The system will display a right arrow.

8.6. Press <Ctrl><F10>.
The system will display the DOS prompt, "A>".



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1. INTRODUCTION

WHAT IS LIAS?

LIAS stands for Library Information Access System. LIAS is an integrated, interactive, online catalog that provides access to the Penn State University Libraries' collections. It can be used by library staff, anyone using public terminals at any location in the University Libraries system, and individuals who gain access to LIAS from other locations through remote access, using their own microcomputers and modems (see the sheet entitled "Remote Access Guide" for more information).

LIAS replaces the traditional card catalog. It contains records for all books, periodicals, and serials in both cataloging systems used at University Park (Dewey Decimal System and Library of Congress System). It also covers the holdings of the Commonwealth Campus Libraries, Behrend College, and Capital College, and several collections at the University Park Campus outside the University Libraries' system such as the Paul Robeson Cultural Center and the Eisenhower Chapel Library. Among other items included in LIAS are records for PSU dissertations and theses, musical scores, sound recordings, government documents, microform collections, and archival materials.

It is important to remember that not every piece of information contained in the Libraries can be found by using LIAS. Some government documents, maps, archival materials, and information about individual titles of sets or series are not yet included in LIAS. Information contained within periodical articles or reference books cannot be found in LIAS. Most of this information could not be found in the card catalog either. You should not automatically assume that the Libraries do not have the information needed. Ask your supervisor for assistance.

LIAS can perform many functions that the card catalog could not. LIAS users can find out if an item is checked out and when it is due. They can identify the title of an item by typing in the call number. They can "browse" by call number to find out what books are next to each other on the shelves. They can find information about items at all University Libraries locations from the same terminal. They can also retrieve records for books added to the Library of Congress from 1976 to the present, even if those books are not in the University Libraries system.

LIAS is a dynamic system. The database is updated every day as new items are added to the University Libraries' collections. Also, LIAS research and development is ongoing. University Libraries staff members are responsible for exploring new features and expanded capabilities that could appear as enhancements to LIAS in the future.

HISTORY OF LIAS

LIAS is an in-house system, developed by University Libraries faculty. The Libraries began planning for automation in the late 1960s. LIAS itself has been in development since 1975. At the end of 1980, the traditional card catalog, featuring 3 x 5 cards, was closed and LIAS provided the main access to the University Libraries' collections. At first, LIAS was available online to staff members only. It was provided to the public in microfiche format as the COM (Computer Output Microfiche) Catalog that is still located in service areas and used on those rare occasions when LIAS is "down." The COM catalog contains records for all periodicals and for materials added to the University Libraries' collections since the card catalog was closed. In 1983, LIAS was made available to the public at terminals in the University Libraries, and in 1984, remote access was introduced.

When LIAS was introduced, University Libraries' staff members learned to use LIAS from their supervisors. They also consulted the detailed reference guide LIAS: A Staff Guide to Searching the Online Catalog, written by Library Computer Services staff, to identify a specific command or procedure. The public used the very popular LIAS pocket guide, online help, and taught themselves and each other. Library staff provide countless hours of ad hoc "one on one" instruction to library users at public service desks throughout the University Libraries' system.

In 1984, the need for comprehensive, programmed LIAS instruction in using LIAS for library staff led to the formation of the LIAS Training Task Force (LTTF). Under the able leadership of Cornelius McKown, the LTTF produced the first version of this workbook, the LIAS Training Workbook, in the summer of 1985. Its use was limited to University Libraries' staff. It was used extensively to introduce LIAS to new employees ranging from work/study student assistants to experienced librarians.

In the summer of 1986, the LTTF interviewed library supervisors to determine how the workbook was being used and to evaluate its success as an instructional tool. Many of the suggestions from supervisors have been incorporated into the present manual. At the same time, LTTF members working at public service desks noticed that many library users wanted to know how to use LIAS more effectively. Some of them were aware of the LIAS: A Staff Guide to Searching the Online Catalog or of the LIAS Training Workbook and asked for copies. The public's curiosity about LIAS and eagerness to learn more about its possibilities led to the present manual, designed for use by both University Libraries' staff and the public.

USING THE WORKBOOK

The LTTF has designed this workbook to be used by library staff members and by the general public, including remote users dialing into LIAS from personal computers in their offices or homes. The workbook is organized in such a manner as to lead the user from basic to complex concepts. Commands and procedures are described and then illustrated step by step. It will be most useful for you to follow each step at the terminal and respond to the questions included in the text. This "hands on" experience will enable you to learn to use LIAS more effectively.

Important terms are printed in boldface type and are defined in the Glossary (Section 8). Section 2, Terminal Mechanics, describes basic keyboard characteristics, terminology, common problems, and getting started. Section 3 teaches basic LIAS search commands. These commands are essential to using LIAS effectively. Section 4, Advanced LIAS Searching, introduces more sophisticated techniques that will enable you to use LIAS to its fullest extent. Command summaries are included after Sections 3 and 4. In Section 5, Online Help, you will learn how to access online instruction for LIAS, some of which is not included in this manual. Sections 6 and 7 cover search and display options available service areas and used on those rare occasions when LIAS is "down." The COM catalog contains records for all periodicals and for materials added to the University Libraries' collections since the card catalog was closed. In 1983, LIAS was made available to the public at terminals in the University Libraries, and in 1984, remote access was introduced.

When LIAS was introduced, University Libraries' staff members learned to use LIAS from their supervisors. They also consulted the detailed reference guide LIAS: A Staff Guide to Searching the Online Catalog, written by Library Computer Services staff, to identify a specific command or procedure. The public used the very popular LIAS pocket guide, online help, and taught themselves and each other. Library staff provide countless hours of ad hoc "one on one" instruction to library users at public service desks throughout the University Libraries' system.

In 1984, the need for comprehensive, programmed LIAS instruction in using LIAS for library staff led to the formation of the LIAS Training Task Force (LTTF). Under the able leadership of Cornelius McKown, the LTTF produced the first version of this workbook, the LIAS Training Workbook, in the summer of 1985. Its use was limited to University Libraries' staff. It was used extensively to introduce LIAS to new employees ranging from work/study student assistants to experienced librarians.

In the summer of 1986, the LTTF interviewed library supervisors to determine how the workbook was being used and to evaluate its success as an instructional tool. Many of the suggestions from supervisors have been incorporated into the present manual. At the same time, LTTF members working at public service desks noticed that many library users wanted to know how to use LIAS more effectively. Some of them were aware of the LIAS: A Staff Guide to Searching the Online Catalog or of the LIAS Training Workbook and asked for copies. The public's curiosity about LIAS and eagerness to learn more about its possibilities led to the present manual, designed for use by both University Libraries' staff and the public.

USING THE WORKBOOK

The LTTF has designed this workbook to be used by library staff members and by the general public, including remote users dialing into LIAS from personal computers in their offices or homes. The workbook is organized in such a manner as to lead the user from basic to complex concepts. Commands and procedures are described and then illustrated step by step. It will be most useful for you to follow each step at the terminal and respond to the questions included in the text. This "hands on" experience will enable you to learn to use LIAS more effectively.

Important terms are printed in boldface type and are defined in the Glossary (Section 8). Section 2, Terminal Mechanics, describes basic keyboard characteristics, terminology, common problems, and getting started. Section 3 teaches basic LIAS search commands. These commands are essential to using LIAS effectively. Section 4, Advanced LIAS Searching, introduces more sophisticated techniques that will enable you to use LIAS to its fullest extent. Command summaries are included after Sections 3 and 4. In Section 5, Online Help, you will learn how to access online instruction for LIAS, some of which is not included in this manual. Sections 6 and 7 cover search and display options available for LIAS and the "Oops" command for reporting typographical or spelling errors. Finally, there are the Glossary and Index.

UPDATING

Because LIAS is a dynamic, ever-changing system, you will find it necessary to continue to update your skills. There are several ways to do this. The LIAS "news" command and systems messages displayed when you log on provide information about new developments. Connections, a publication of the Computer Based Resources and Services Team (CBRST), contains information about LIAS. Because the LIAS database does change, some of the screens used as examples in the workbook may be slightly different from the screens you see as you work through the exercises. There is a possibility that some of the answers to questions may change. If you encounter any problems we encourage you to consult your supervisor and, if necessary, complete one of the forms in the back of the workbook and mail it to us. We value your comments; they are necessary for future versions of this workbook.

SPECIALIZED SEARCHING

There was not room in the workbook to include detailed instructions for searching for specialized materials that require more sophisticated searching techniques. These include searching for dissertations by subject, government documents, maps, and sound recordings and scores. If you have difficulty finding materials or would like more specialized instruction in using LIAS, consult your supervisor or contact the librarians in the areas responsible for those materials.

ACKNOWLEDGMENTS

Many people contributed to the production of this manual. The LIAS Training Task Force would like to thank Cornelius McKown, whose leadership enabled us to complete the first edition; Sally Kalin, for her sound advice and continuing support; Library Computer Services staff, for allowing us to use the excellent examples from LIAS: A Staff Guide to Searching the Online Catalog; and all the supervisors and library staff members, including students, who contributed valuable comments on the first edition. We are very grateful to Nancy Struble who typed both editions of the workbook and worked her desktop publishing magic on this version.

Christine A. Whittington
Chair, LIAS Training Task Force
April 1990

BIBLIOGRAPHIC MAINTENANCE
FIRST SESSION: BASIC EDITING THE RECORD PROCEDURES

1. Basic Field Level Editing Commands.

It is necessary to perform maintenance work on bibliographic records in Geac; for example: updating personal name, corporate, and conference entries, changing series entries, updating contents notes, etc. Basic field level editing commands that can be used to accomplish this maintenance work are as follows:

A. Change a field (CNG) Used to change the contents of an existing MARC field.

1. Type "CNG" in the Command Field.
2. Enter the tag number in Parm A.
3. Enter the occurrence number (if there is more than one occurrence of this tag) in Parm B.

```
Command:  CNG  Parm A:  650  Parm B:  2
String :
```

This command would allow you to change the second occurrence of 650.

4. Press <SEND>.
5. The detail record display will disappear to be replaced by the occurrence of the specified field.
6. Move the cursor to position the cursor at the point in the field where you want to change the data.
7. Type direcly over incorrect data with the correct data.
   To insert space(s) into existing text, press the <INS> key on the numeric keypad. Use the <DEL> key beside <INS> key to remove characters.
8. When you have completed the changes you wanted to make to this field, press <SEND>.

B. Add a field (ADD) Used to add a new MARC field to a record.

1. Enter "ADD" in the Command Field.
2. Enter the tag number in Parm A.

```
Command:  ADD  Parm A:  650  Parm B:
String :
```

3. Press <SEND>.
4. The screen displays the tag number from Parm A and supplies the first subfield code which is usually $a. Enter the correct field indicators, subfield codes, and data to complete the field.
5. Press <SEND>.

C. Delete a field (DEL) Used to delete an entire MARC field from a record.

1. Enter "DEL" in the Command Field.
2. Enter the tag number you want to delete in Parm A. (Important note: Make sure you enter a tag number; otherwise the system will assume "DEL" applies to the whole record).
3. Specify the occurrence number of the field in Parm B, if more than one occurrence exists.

```
Command:  DEL  Parm A:  650  Parm B:  3
String :
```

4. Press <SEND>.
5. At the bottom of the screen, the system responds by displaying the specified tag, along with a message that the command be confirmed.
   "Delete tag xxx Occurrence yyy N"
   "Delete tag 650 Occurrence 003 N" in this case.
6. To cancel the delete command, press the <SEND> key. To delete the field, type "Y" over the "N" and press <SEND>.

D. Copy a field (CPY) Used to copy the contents of a field to another field in the same record.

1. Type "CPY" in the Command Field.
2. Enter the tag number to be copied in Parm A.
3. Enter the occurrence number of the field to be copied in Parm B, if more than one occurrence exists.
4. Enter the tag number of the field to which you want to copy the Parm A field in the String Field.

```
Command:  CPY  Parm A:  100  Parm B:
String :  600
```

To copy the entire contents of tag 100 into tag 600.

5. Press <SEND> to copy the field.
6. The screen displays the copied field with its newly-assigned tag. You can alter this field in any way without affecting the original field.
7. Press <SEND>.
8. Screen displays message: "Tag copied successfully".

E. Renumber a field (RNM) Used to change the tag number of a field. This command can be used to correct the tag number when a tag has been incorrectly assigned. For example, a tag 100 changed to a 110, a 440 tag changed to a 490, a tag 500 changed to a 505, tags 302 or 305 to a 300, tag 262 changed to a 260, etc.

1. Type "RNM" in the Command Field.
2. Enter the MARC field's present tag number in Parm A.
3. Enter the occurrence number of the field you want to change in Parm B, if more than one occurrence exists.
4. Enter the tag number you want to assign to this field in the String Field.

```
Command:  RNM  Parm A:  100  Parm B:
String :  110
```

To change the tag 100 to a tag 110.

5. The screen prompts you to confirm the renumbering. For example, "Renumbering tag 100 occurrence 001 to tag 110. OK to proceed? Y"
6. To continue with the renumber, press <SEND>.
   To cancel the renumber, type "N" over the "Y" in the prompt, and press <SEND>.
7. After renumbering, the screen displays the message: "Renumber completed."

II. Check a Record for Errors.

A. Check command (CHK) Allows you to check a record or a field for errors. CHK will check the record against the library's MARC tables. You can use a "CHK" whenever you have a record on display. It is a good idea to CHK a record before you postpone (PSP), accept (ACC), or validate (VAL) it.

To check the entire record:

1. Type "CHK" in the Command Field.
2. Type "REC" in Parm A.

```
Command:  CHK  Parm A:  REC  Parm B:
String :
```

3. Press <SEND>.
4. If the "CHK" command finds an error, the screen displays a message containing columns which provide different items of information about the error:
   - a) Tag The tag number where the error was detected.
   - b) Occ The occurrence number for that tag.
   - c) Data Where applicable, this column will contain the actual text which is causing the error. In many cases, this column will be blank because it may not be the text which is causing the error.
   - d) Error All error conditions detected by "CHK" have a number associated with them. This column shows the error/warning number, taken from a special file.
   - e) Message A brief message describing the error condition.

If there is no error, the system responds with the message "No errors found".

To check one MARC field instead of the whole record:

1. Type "CHK" in the Command Field.
2. Enter the tag number in Parm A.
3. Enter the occurrence number in Parm B, if more than one occurrence exists.

```
Command:  CHK  Parm A:  700  Parm B:  2
String:
```

III. Complete a Record.

Before beginning to edit another record or ending a terminal session, you <u>must</u> remove a record from in-process status. Use one of the following commands. The command you use will depend on your user permission settings and what you want the system to do with the record.

When you have <u>completely</u> finished editing a record, it is necessary to accept (ACC) or validate (VAL) a record.

A. Accept a record (ACC) Moves the in-process record into the work file to await further review. This command is used, for example, if the operator is finished processing the record but a supervisor must review the record before it is transferred in to the core file.

1. Type "ACC" in the Command Field.
2. Press <SEND>.

```
Command:  ACC   Parm A:         Parm B:
String :
```

3. As it accepts the record, "ACC" also performs a brief check of the data in the record.
   a) If "ACC" finds no errors it displays the message:

      "RECORD ACCEPTED."

   b) If "ACC" finds an error, it displays the message:

      "Record Contains Errors. Record Not Accepted."
      To learn the location and nature of the error, enter the "CHK" command. However, one should use the CHK command to make sure the record is free of errors before performing the ACC command.

B. Validate a record (VAL) Marks the record as being complete and correct in all details and ready to be transferred into the core files. "VAL" is the only command that marks the bibliographic record for later transfer into the core files. Only operators with the necessary validation permissions can issue the "VAL" command.

1. Type "VAL" in the Command Field.
2. Press <SEND>.

```
Command: .VAL  Parm A:       Parm B:
String :
```

3. As it validates a record, "VAL" also performs a brief check of the data in the record.
   a) If "VAL" finds no errors in the record, it displays the message:

   "RECORD VALIDATED.

   b) If "VAL" finds an error, it displays the message:

   "RECORD CONTAINS ERRORS. RECORD NOT VALIDATED."

   To learn the location and nature of the error, enter the "CHK" command. However, one should use the CHK command to make sure the record is free of error before performing the VAL command.

Two other commands can also remove a record from in-process status: postpone (PSP) and stop (STP). They can be used if the work on a record cannot be completed, before beginning to edit another record or ending a terminal session

C. Postpone a record (PSP) Used to postpone further work on the record to another time. If you are unable to complete the preparation of a record in one cataloging session, you can postpone further work on the record until you have more information. "PSP" takes a record out of the in-process memory buffer without altering the record in any way.

1. Type "PSP" in the Command Field.

```
Command:  PSP  Parm A:  Parm B:
String :
```

2. Press <SEND>.
3. At the bottom of the screen, the system displays the message: "Postpone successful." and provides you with the record number of the postponed record.

D. Stop the record (STP) Used to abandon all work done on a record. The "STP" command takes the record out of the in-process state and loses all the work you have done on the record since you put the record in-process. You can use this command when learning to edit a record and you wish to erase your practice data.

1. Type "STP" in the Command Field.

```
Command:  STP  Parm A:  Parm B:
String :
```

2. Press <SEND>.
3. The screen will show you the following message:
   ABORTING IN-PROCESS RECORD. PLEASE CONFIRM N
4. To cancel the "STP" command, press <SEND> on the "N" in this message.
   To continue with the "STP" command, type "Y" over the "N" and press <SEND>.

BPS MAINTENANCE TRAINING
SESSION 2

1. Renumber a field (RNM)

Used to assign a different tag number to an existing MARC field (ReNuMber)

There are times when a tag has been incorrectly assigned. This command can be used to correct the tag number only. If indicators or subfield codes require adjustment, the change (CNG) command must be used in addition to the RNM command.

This command might be used in the following cases:

500---changed to a 505
302 or 305---changed to a 300
262---changed to a 260
650---changed to a 651

2. Resequencing fields with the same tag (SEQ)

Used to adjust the order of occurrences of fields with the same tag.

This command can be used to to change only the occurrence numbers of fields within the same tag group.

When the sequence command is used, there may not be enough information to determine the new sequence. It will probably be necessary to determine the new sequence from the full display, prior to implementing the SEQ command.

Only the occurrences displayed on a single screen may be sequenced.

3. Move an occurrence within a tag (MOV)

Used to change a single occurrence number within a particular field; the system automatically renumbers the remaining occurrences of that tag accordingly.

The reordering is not apparent until the full record or those fields are displayed again.

4. Insert a captured field (INS)

Used to insert a field that has been captured from another record.

First the capture (CAP) command must be used to capture a field and place it in the memory buffer, then the insert (INS) command is used to insert this field in the new record.

5. Move a field within a record (CID)

Used to move field around within a record. The CID command functions as a kind of instant CAPture/INSert command, but within a record rather than across records.

This field may be used if a new field is added to a record using the ADD, CPY or INS command. The system has no way to properly sequence these new fields.

Storing displayed information

6. Memorizing a record (MEM)

Used to memorize or store an entire displayed record for later viewing or comparison.

7. Capturing a field (CAP)

Used to store a single field in a memory buffer. Later the field can be inserted (INS) into a different record. This is particularly useful for copying a long fields from one record to another.

There are some limitations:

A field remains in memory until you capture another field till the end of the session

Only one field can be captured a time

You cannot capture a field from an in-process record

Completing a record

8. Accepting a record (ACC)

Used a accept a record into the database. If an operator does not have and authorization to validate (VAL) a record, they can use the ACC command to indicate that the record is ready for transfer to the Core, but requires a more senior cataloger's validation first.

9. Validating a record (VAL)

Used to set a record for transfer to the core files. A senior authorization level, this allows a operator to approve a record for transfer from the work files into the core section of the database.

5/16/90

WORKING ON HOLDINGS RECORDS

In BPS, holdings are contained in a separate record which is connected to the bibliographic record via the BCN number (formerly the GRSN). The holdings record and the bibliographic record share the same BCN, but they are different records. One works on holdings information independently of the bibliographic record. The holdings record consists of the BCN number, leader information, the 001 tag and the 966 and 930 holdings fields. The system will not allow input of any other fields into the holdings record, nor can holdings fields be input into the bibliographic record.

FINDING THE RECORD - A record can be called up by using any one of the standard search keys, e.g. title, author, OCLC number, etc. These searches will retrieve the bibliographic record. After checking to be sure this is the correct record, look at the status line to see if there is a holdings record already created. This is indicated by [HOL] somewhere on the line. If a holdings record exists, use the command DSP HOL to switch to the holdings record and follow the editing steps listed below. The bibliographic record can be retrieved by using the display bibliographic (DSP BIB) command or by using the display record (DSP REC) command. The display record (DSP REC) command can also be used to look at the holdings record after you have finished editing it. NOTE: Searching by call number will retrieve the holdings record. Use DSP BIB to check to see if you have retrieved the correct record, and DSP HOL to return to the holdings record for linking volumes, etc.

WORKING ON A HOLDINGS RECORD - While you are editing holdings, the holdings record is the in-process record. The bibliographic record is not in-process. If you want to change any other record, including the associated bibliographic record, you must complete the holdings record before leaving it. The only command which will save your work on the holdings record is the accept (ACC) command. You cannot validate (VAL) or postpone (PSP) a holdings record. You can however wipe out all the work you have done by using the stop (STP) command.

I. EDITING A HOLDINGS RECORD

COMMANDS - The following field level commands are used for editing holdings records:

A. Update command - This command should be used before you actually start editing the record in order to insure that you will be making the changes on the "in-process" record rather than on another record which might be "current" at the time. Used primarily for training purposes.

1. Enter "UPD" in the Command Field.

```
Command:  UPD  Parm A:      Parm B:
String:
```

2. Press <SEND>.
3. The system adds the highlighted BCN of the holdings record you will be updating to the top of the screen.

B. Add a field (ADD) Used to add a new MARC field to a record.

1. Enter "ADD" in the Command Field.
2. Enter the tag number in Parm A.

```
Command:  ADD  Parm A:  966  Parm B:
String:
```

3. Press <SEND>.
4. The screen displays the tag number from Parm A. Enter the correct subfield indicators and data to complete the field.
5. Press <SEND>.

C. Copy a field (CPY) Used to copy the contents of a field to another field in the same record.

1. Type "CPY" in the Command Field.
2. Enter the tag number to be copied in Parm A.
3. Enter the occurrence number of the field to be copied in Parm B.
4. Enter the tag number of the field to which you want to copy the Parm A field in the String Field.

```
Command:  CPY  Parm A:  966  Parm B: 003
String:
```

5. Press <SEND> to copy the field.
6. The screen displays the copied field. You can now alter this field without affecting the original field in any way.
7. Press <SEND>.

D. Change a field (CNG) Used to change the contents of an existing MARC field.

1. Type "CNG" in the Command Field.
2. Enter the tag number in Parm A.
3. Enter the occurrence number (if there is more than one occurrence of the tag) in Parm B.

```
Command:  CNG  Parm A:  966  Parm B:  002
String:
```

This command would allow you to change the second occurrence of tag 966.

4. Press <SEND>
5. The detail record display will disappear to be replaced by the occurrence of the specified field.
6. Move the cursor to position it at the point in the field where you want to change the data.
7. Type directly over incorrect data with correct data.

   Note: To insert space(s) into existing text, press the <INS> key on the numeric keypad. Use the <DEL> key beside the <INS> key to remove characters.

E. Delete a field (DEL) Used to delete an entire MARC field from a record.

1. Enter "DEL" in the Command Field.
2. Enter the tag number you want to delete in Parm A. (Important note: Make sure you enter a tag number; otherwise the system will assume "DEL" applies to the whole record).
3. If necessary, specify the occurrence number of the field in Parm B.

```
Command:  DEL  Parm A:  930  Parm B:  003
String:
```

4. Press <SEND>.
5. At the bottom of the screen, the system responds by displaying the specified tag, along with a message that the command be confirmed.
   "Delete tag 930 Occurrence 003 N"
6. To cancel the delete command, press the <SEND> key. To delete the field, type "Y" over the "N" and press <SEND>.

E. Resequence a field (SEQ) Used to rearrange the order of all occurrences of one tag.

1. Type "SEQ" in the Command Field.
2. Enter the tag number in Parm A.
3. If you wish to begin sequencing at a particular occurrence number, enter the occurrence number in Parm B.
4. Press <SEND>.
5. The display will show the MARC field with the occurrences marked as single digits.
6. Type new occurrences over the highlighted occurrence numbers.
7. Press <SEND>.
8. At the system supplied "DSP command, press <SEND> to view resequenced occurrences.

F. Move an occurrence within a tag (MOV)

1. Type "MOV" in the command field.
2. In Parm A, enter the tag number.
3. In Parm B, enter the number of the occurrence you wish to move.
4. In the String Field, type the occurrence number that you want it moved to.

```
Command:  MOV  Parm A: 966  Parm B: 006
String: 002
```

(This will move the 6th 966 up to the 2nd position and the other 966's will be renumbered accordingly.)

II. CHECKING A HOLDINGS RECORD AFTER EDITING

A. Check command (CHK) Allows you to check a record or a field for errors. CHK will check the record against the library's MARC tables. You can use a "CHK" whenever you have a record on display. It is a good idea to CHK a holdings record before you postpone (PSP) or accept (ACC) it.

1. Type "CHK" in the Command Field.
2. To check all fields in the holdings record, type "REC" in Parm A.

```
Command:  CHK  Parm A:  REC  Parm B:
String:
```

3. Press <SEND>.
4. To check one MARC field in the holdings record, type the tag number in Parm A and the occurrence number (if you want to check just one 966 for example) in Parm B.

```
Command:  CHK  Parm A:  966  Parm B:  007
String:
```

5. Press <SEND>.

6. If the "CHK" command finds an error, the screen displays a message containing columns which provide different items of information about the error:

   a. Tag ### The tag where the error occurred
   b. Occ ### The occurrence number for that tag
   c. Data Where applicable, this column will contain the actual text which is causing the error. In many cases, this column will be blank because it may not be the text which is causing the error message.
   d. Error ### All error conditions detected by the "CHK" command have a number associated with them. This column shows the error/warning number, taken from a special file.
   e. Message A brief message describing the error condition.

7. If there are errors in the record, use the change (CNG) command to correct the fields and then CHK again.

III. Completing a holdings record. During the time you work on a holdings record, it is in-process. When you have finished working on the holdings, you **must mark the record as complete.** Holdings records are not stored in the work or core files. They are stored separately in their own file and linked to their work or core records by the BCN. This means you cannot validate (VAL) a holdings record for transfer to the core files and you cannot postpone (PSP) a holdings record into the work files.

The only valid command for completing a holdings record is the Accept Command (ACC).

If you want to wipe out the work you have done rather than accepting it you may use the Stop Command (STP).

D. ADDS

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6. Finishing the holdings record (ACC) 8

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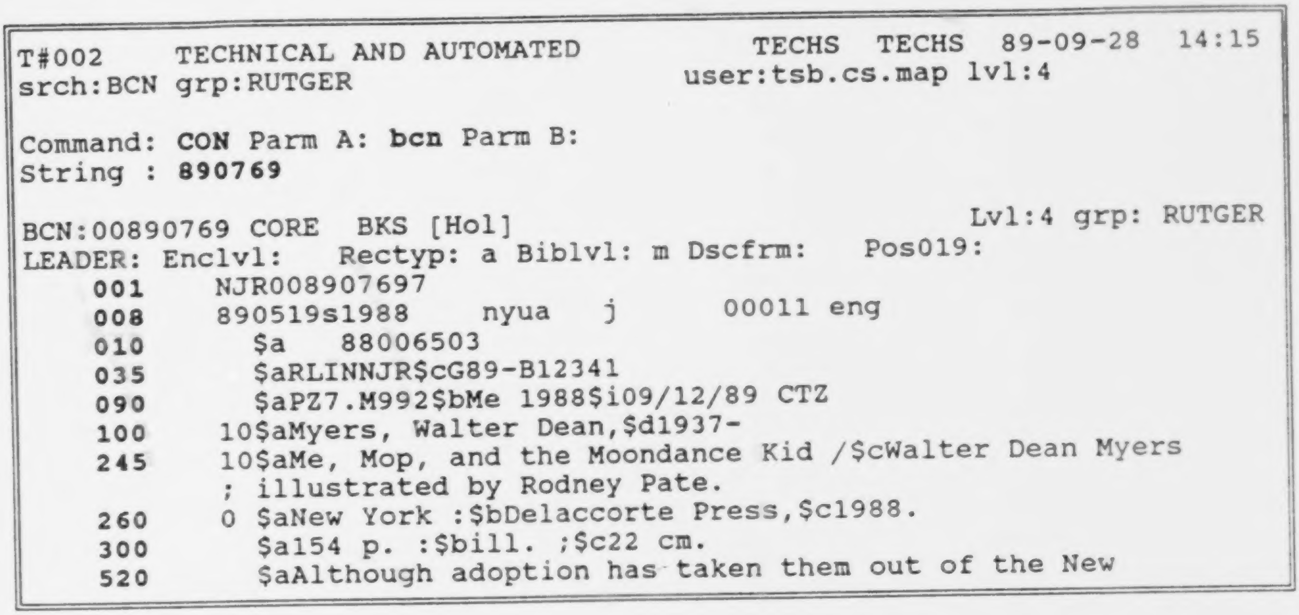
1. Call up your record by an appropriate search key. This will usually be BCN (bibliographic control number) or CSN (cataloging source number).

Example: Command: **fnd** Parm A: **bcn** Parm B: <blank>
String: **890769**

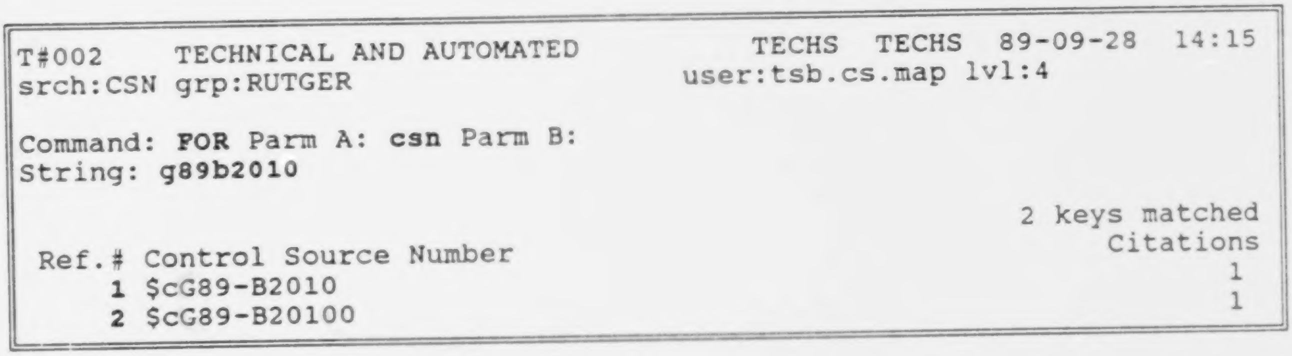
NOTE: The String: will not disappear while you are working on the record. It will still remain when you start your next search. You must be very careful to remove the rest of the existing String: when your next search string is shorter than the existing one or you can easily retrieve an incorrect record. It is a good habit to clear the field before pressing <Send> to minimize incorrect record retrieval.

a. If your search retrieves a single record, the bibliographic record will immediately display as shown below.



```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER                    user:tsb.cs.map lvl:4

Command: CON Parm A: bcn Parm B:
String : 890769

BCN:00890769 CORE  BKS [Hol]                        Lvl:4 grp: RUTGER
LEADER: Enclvl:   Rectyp: a Biblvl: m Dscfrm:   Pos019:
   001    NJR008907697
   008    890519s1988    nyua   j      00011 eng
   010      $a   88006503
   035      $aRLINNJR$cG89-B12341
   090      $aPZ7.M992$bMe 1988$i09/12/89 CTZ
   100    10$aMyers, Walter Dean,$d1937-
   245    10$aMe, Mop, and the Moondance Kid /$cWalter Dean Myers
          ; illustrated by Rodney Pate.
   260    0 $aNew York :$bDelaccorte Press,$c1988.
   300      $a154 p. :$bill. ;$c22 cm.
   520      $aAlthough adoption has taken them out of the New
```

b. If your search retrieves multiple records, an index screen will display as shown below.



```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:CSN grp:RUTGER                    user:tsb.cs.map lvl:4

Command: FOR Parm A: csn Parm B:
String: g89b2010

                                                     2 keys matched
 Ref.# Control Source Number                              Citations
     1 $cG89-B2010                                                1
     2 $cG89-B20100                                               1
```

Choose your matching record (usually 1) by typing the number in Command: and pressing <Send>. Your single record should now display as in 1.a. above.

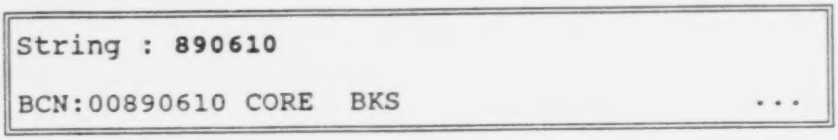
2. Check your title to make sure you retrieved the correct record.

   a. If the bibliographic record is not correct, check your search string for errors and re-enter your search. If your search string had no errors, return the book to your supervisor as a problem and go back to Step 1 with your next book.

b. If the bibliographic record is correct, verify that there is a corresponding holdings record since there are some bibliographic records in our database that have no corresponding holdings record.

You can verify this by examining the line under "String:" beginning with BCN.

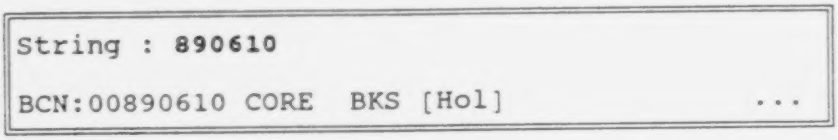
i) If there is no corresponding holdings record, the line will appear something like this.



```
String : 890610

BCN:00890610 CORE  BKS                                ...
```

You will need to create a holdings record before you can add your new 966. Go to Step 4 to create a holdings record.

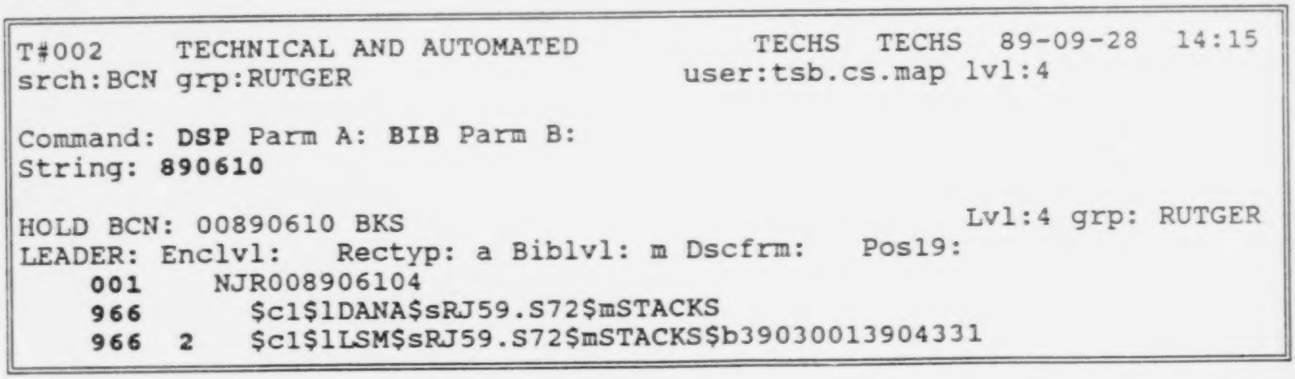
ii) If there is an attached holdings record, the line will appear something like this.



```
String : 890610

BCN:00890610 CORE  BKS [Hol]                          ...
```

Press function key <**F10**> to **D**i**SP**lay the **HOL**dings record.

Your screen should now look something like this.



```
T#002    TECHNICAL AND AUTOMATED           TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER                      user:tsb.cs.map lvl:4

Command: DSP Parm A: BIB Parm B:
String: 890610

HOLD BCN: 00890610 BKS                                 Lvl:4 grp: RUTGER
LEADER: Enclvl:   Rectyp: a Biblvl: m Dscfrm:   Pos19:
   001    NJR008906104
   966       $c1$1DANA$sRJ59.S72$mSTACKS
   966  2    $c1$1LSM$sRJ59.S72$mSTACKS$b39030013904331
```

At this point you need to do one of two things, either copy an existing 966 (Step 3) or add a new 966 (Step 5), depending on what (if any) existing 966 tags you find in the record.

3. If there is a 966 that you can use to make it easier to add your new copy, you can **CoPY** the existing 966. If there is no 966 that you can use, go to Step 5.

   a. Find the 966 that you want to use in the list of 966s that are displayed. To copy this 966:

      In Command: type **cpy** (for copy)
      In Parm A: type **966**
      In Parm B: if there are multiple occurrences of tag 966, type the occurrence number of the 966 you want to copy
      In String: delete whatever is in String:

      WARNING: If you leave a number in String: (like the BCN), the system will try to copy the 966 tag to a tag that matches the first three digits of the number that was left in String: which could easily cause an error. When you leave String: blank, the system will copy a tag to the same tag number (i.e. 966 to 966).

      You may get an error message something like one of these at the bottom of your screen.

```
53. Conflict with holdings and bibliographic tag
```

```
To-tag number specified is not a valid tag
```

   Press <Send>.

Your screen should now look something like this.

```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER hol: 00890610 BKS user:tsb.cs.map lvl:4

Command: cpy Parm A: 966 Parm B: 2
String:

    966   $c1$1LSM$sRJ59.S72$mSTACKS$b39030013904331
```

Only the 966 that you are copying will now display and it will be highlighted. Your cursor will be placed at the beginning of the highlighted line. The holdings record will now be in-process.

b. Use your arrow keys (not the TAB key) to move you around within the 966 and make any required changes (like copy number, location, or material type).

The last thing you should do is enter the barcode (if you have one). There are several possible actions depending on the barcode situation.

-- If both the 966 you are copying and your new copy have barcodes, the last thing you should do is place your cursor over the first character of the existing barcode and wand in your new barcode. (Type your new barcode and press <Send> if you are working on a terminal without a wand).

-- If the 966 you are copying does not have a barcode but your new copy does have one, the last thing you should do is type your $b and wand in your new barcode. (Type your new barcode and press <Send> if you are working on a terminal without a wand).

-- If the 966 you are copying has a barcode but your new copy does not have one, the last thing you should do is remove the old barcode and press <Send>.

-- If neither copy has a barcode, press <Send>.

The screen will not clear but the cursor will return to the Command: position and will prompt **DSP** when the system responds. A message will appear at the bottom of the screen if you were successful.

Your screen should now look like this.

```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER                     user:tsb.cs.map lvl:4

Command: DSP Parm A: 966 Parm B: 2
String:

    966   $c2$1LSM$sRJ59.S72$mSTACKS$b 39030015046776


Tag copied successfully.
```

NOTE: If you wand in the barcode, a space will appear between $b and the barcode. This space will go away when you redisplay the record. If you type in the barcode, no space will appear.

c. If you have more copies to add to this record (for instance if you have multiple volumes), return to the beginning of Step 3. If you need to find the correct 966 occurrence number to copy, press function key <**F12**> to **DiSPlay** the **RECord**.

If you have finished adding your copies to this record, skip to Step 6 to finish your record.

4. To create a holdings record when none exists:

In Command: type **cre** (for create)
In Parm A: type **hol** (for holdings record)

Anything in Parm B: and String: will be ignored by the system at this time.

Press <Send>.

Your screen should look something like this.

```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER hol: 00890610 BKS user:tsb.cs.map lvl:4

Command: ADD Parm A: hol Parm B:
String : 890610
```

You now have a holdings record in-process. Notice that the in-process holdings record has the same BCN as the corresponding bibliographic record.

To add the first 966 to this newly created holdings record, continue to Step 5 below and follow the **ADD** 966 instructions.

5. If there is no 966 that you can modify to add your new copy, you will need to **ADD** a new 966.

   a. In Command: type **add**
      In Parm A: type **966**

      Anything in Parm B: and String: will be ignored by the system at this time.

      Press <Send>.

Your screen should now look like this.

```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER hol: 00890610 BKS user:tsb.cs.map lvl:4

Command: add Parm A: 966 Parm B:
String: 890610

    966   $c
```

You will get a blank template (which will be highlighted) to add your 966. Your cursor will be placed at the beginning of the highlighted line. The holdings record will now be in-process.

   b. Use your arrow keys (not the TAB key) to move you around within the 966, adding all necessary subfields in the following order.

$c	copy number (required)
$d	volume number
$l	location (required)
$s	call number
$m	material type (required)
$n	Annex location
$b	barcode

If the 966 you are adding has a barcode, the last thing you should do is wand in your new barcode. (Type your new barcode and press <Send> if you are working on a terminal without a wand). If the 966 you are adding does not have a barcode, the last thing you should do is press <Send>.

The screen will not clear but the cursor will return to the Command: position and will prompt **DSP** when the system responds.

Your screen should now look like this.

```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER hol: 00890610 BKS user:tsb.cs.map lvl:4

Command: DSP Parm A: 966 Parm B:
String: 890610

    966   $c3$lCAMDN$sRJ59.S72$mSTACKS$b 39030001441245
```

NOTE: If you wand in the barcode, a space will appear between $b and the barcode. This space will go away when you redisplay the record. If you type in the barcode, no space will appear.

c. If you have more copies to add to this record (for instance if you have multiple volumes), there is no need to add another tag from scratch. You can return to the beginning of Step 3 and copy the tag you just created.

6. If you wish to review the holdings record before you finish it, you can press function key <**F12**> to Di**SP**lay the **REC**ord.

   If there are any corrections that you need to make, they should be done at this time. Follow the instructions for changeing a record in the section of this manual on "**General bibliographic changes**". If you are unable to make the deired corrections, see you supervisor for assistance.

   To finish the record and get it out of in-process, press function key <**F6**> to **ACC**ept the record.

   a. If there are no errors in your record, **ACC**ept will be successful and the message "Record accepted" will appear at the bottom of your screen.

Your screen should now look like this.

```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER                    user:tsb.cs.map lvl:4

Command: FND Parm A: 966 Parm B:
String:



Record accepted Record number 00890610
```

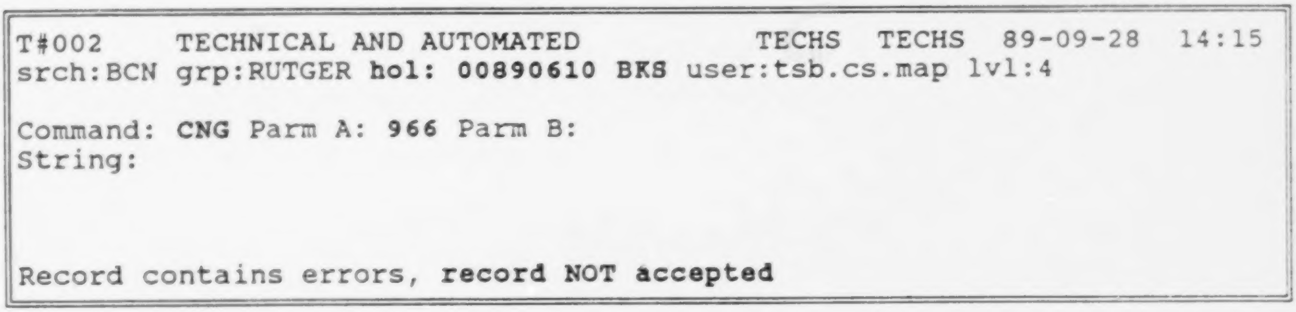
You will no longer have an in-process record.

If you DO NOT WANT a proof list, you are finished with this record and can return to Step 1 to start you next record (or log off if this was your last record).

If you WANT a proof list, skip to Step 7.

b. If your record has errors, **ACC**ept will be unsuccessful and the message "Record not accepted" will appear at the bottom of your screen.

Your screen should look like this.



```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER hol: 00890610 BKS user:tsb.cs.map lvl:4

Command: CNG Parm A: 966 Parm B:
String:



Record contains errors, record NOT accepted
```

Your record will still be in-process and you will need to correct the error(s) before you can get the record out of in-process and continue working. Step 8 tells you how to find the error(s).

7. If you want a prooflist, you must return to the bibliographic record. You can not order a proof list from a holdings record.

   a. Press function key **<F8>** to return to the **LaST** in-process record, the holdings record that you just finished.

      Press function key **<F11>** to **DiSP**lay the corresponding bibliographic **REC**ord.

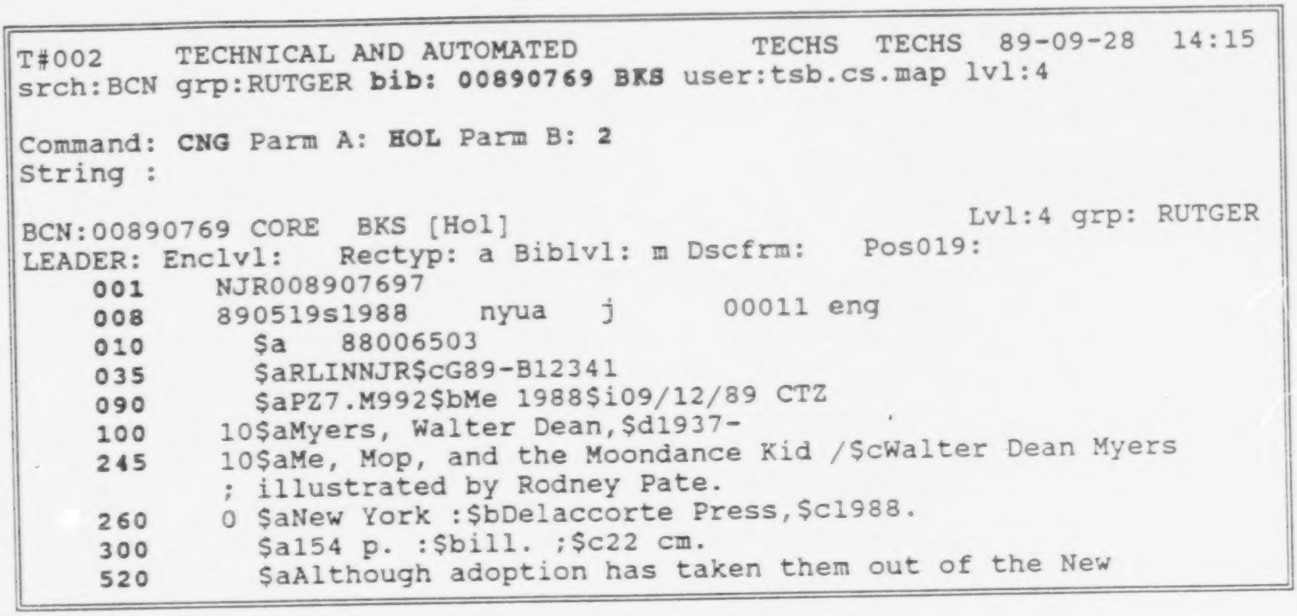
   b. Now that you are on the bibliographic record you must make it an in-process record before you can ask for a proof list. Since you will not be making any changes to the record, you simply need to **UPD**ate the record to get it in-process.

      In Command: type **upd** (for update)

      Anything in Parm A:, Parm B:, and String: will be ignored by the system at this time.

      Press <Send>.

Your screen should now look something like this.

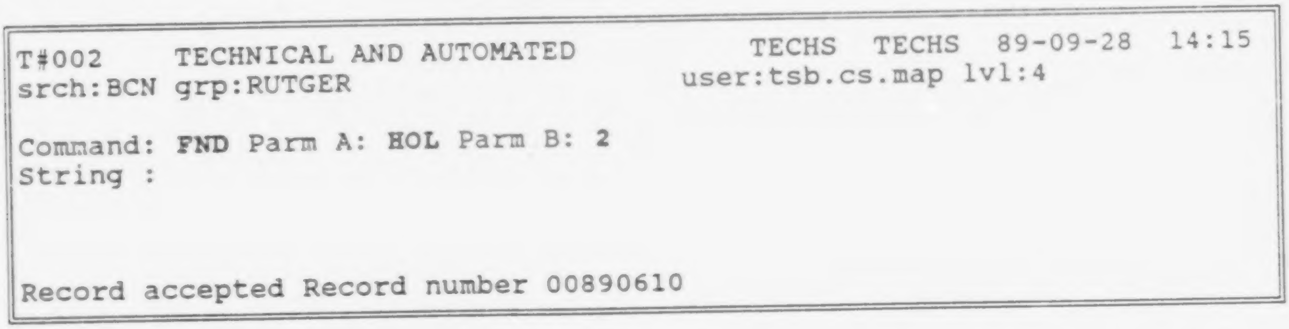


```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER bib: 00890769 BKS user:tsb.cs.map lvl:4

Command: CNG Parm A: HOL Parm B: 2
String :

BCN:00890769 CORE  BKS [Hol]                          Lvl:4 grp: RUTGER
LEADER: Enclvl:   Rectyp: a Biblvl: m Dscfrm:    Pos019:
    001    NJR008907697
    008    890519s1988    nyua   j       00011 eng
    010      $a   88006503
    035      $aRLINNJR$cG89-B12341
    090      $aPZ7.M992$bMe 1988$i09/12/89 CTZ
    100    10$aMyers, Walter Dean,$d1937-
    245    10$aMe, Mop, and the Moondance Kid /$cWalter Dean Myers
           ; illustrated by Rodney Pate.
    260    0 $aNew York :$bDelaccorte Press,$c1988.
    300      $a154 p. :$bill. ;$c22 cm.
    520      $aAlthough adoption has taken them out of the New
```

Now you can order a proof list. To order a proof list, press function key **<F6>** to **ACC**ept the record.

i) If there are no errors in your record, **ACC**ept will be successful and the message "Record accepted" will appear at the bottom of your screen.

Your screen should now look something like this.



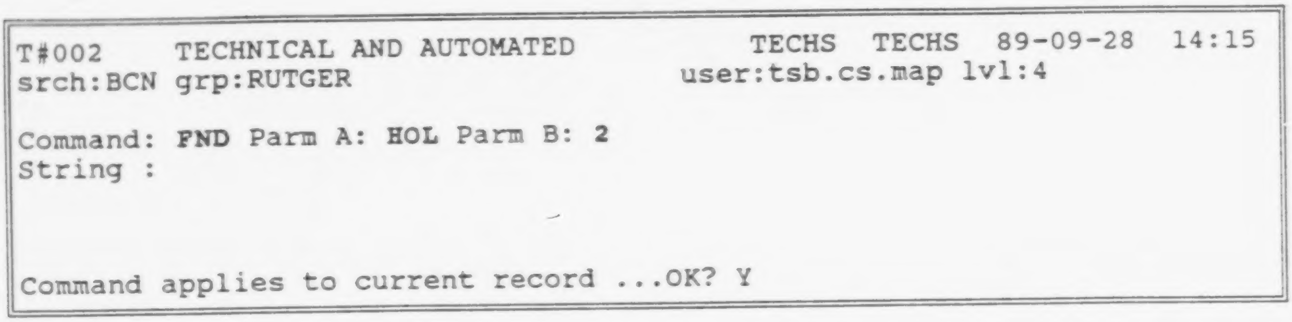
```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER                    user:tsb.cs.map lvl:4

Command: FND Parm A: HOL Parm B: 2
String :



Record accepted Record number 00890610
```

You will no longer have an in-process record and the proof list flag will be set so that this record will print out the next time the printing program is run.

In ordering the proof list you put this record into the Work file. Now you must **VAL**idate your record in order for the record to move from Work to Core. If the record is left in Work, some of the programs (like the RLIN tape loader) will not function properly.

Press function key <**F5**> to **VAL**idate your record.

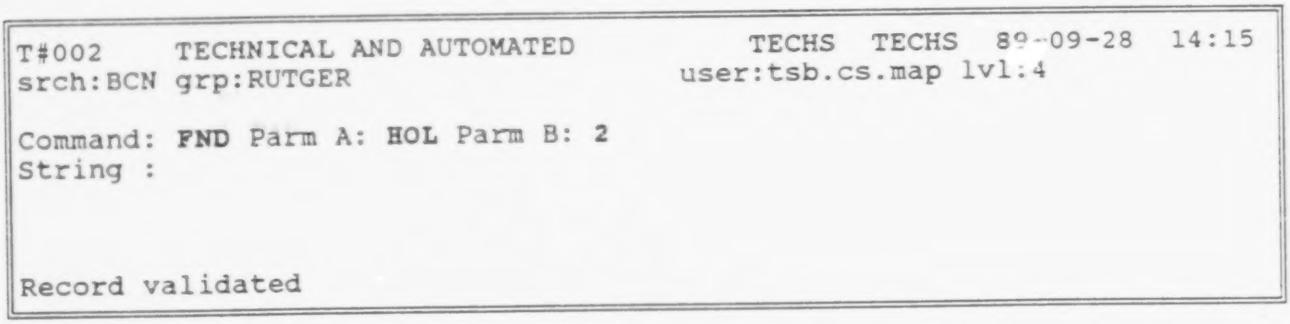
Your screen should now look something like this.



```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER                     user:tsb.cs.map lvl:4

Command: FND Parm A: HOL Parm B: 2
String :



Command applies to current record ...OK? Y
```

"Current record" refers to the record that you just **ACC**epted in the previous operation. Since it is prompting **Y** and that current record is the one that you want to **VAL**idate, just press <Send>.

Your screen should now look something like this.



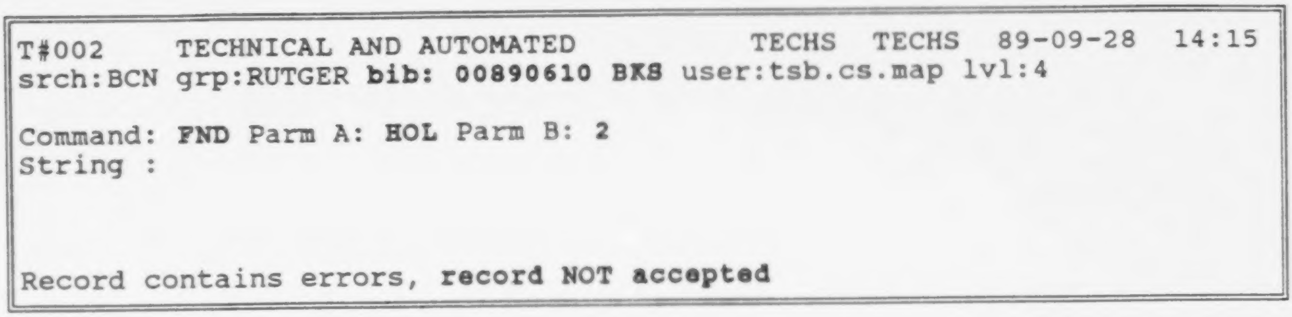
```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER                     user:tsb.cs.map lvl:4

Command: FND Parm A: HOL Parm B: 2
String :



Record validated
```

You are now finished with the bibliographic record. It has been flagged to print on the next proof list and move into Core the next time that those programs are run.

You can return to Step 1 if you have more adds to do (or log off if this was your last add in this session).

ii) If your record has errors, **ACC**ept will be unsuccessful and the message "Record not accepted" will appear at the bottom of your screen.

Your screen should look something like this.



```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER bib: 00890610 BKS user:tsb.cs.map lvl:4

Command: FND Parm A: HOL Parm B: 2
String :



Record contains errors, record NOT accepted
```

Your record will still be in-process and you will need to correct the error(s) before you can get the record out of in-process and continue working. Step 8 tells you how to find the error(s).

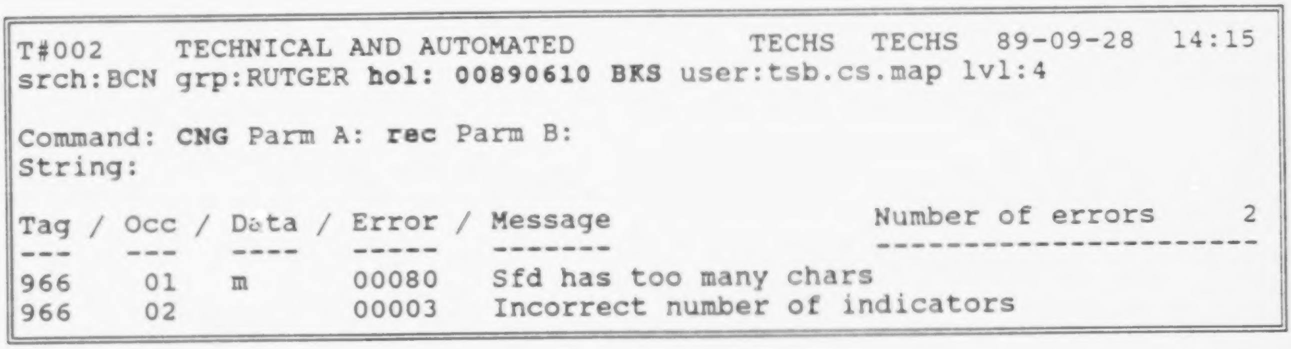
8. To find out the error(s) in your record:

   In Command: type **chk** (for check)
   In Parm A: type **rec** (for record)

   Anything in Parm B: and String: will be ignored by the system at this time.

   Press <Send> and the errors will be identified.

Your screen should look something like this.



```
T#002    TECHNICAL AND AUTOMATED          TECHS  TECHS  89-09-28  14:15
srch:BCN grp:RUTGER hol: 00890610 BKS user:tsb.cs.map lvl:4

Command: CNG Parm A: rec Parm B:
String:

Tag / Occ / Data / Error / Message               Number of errors     2
---   ---   ----   -----   -------               ----------------------
966    01   m      00080   Sfd has too many chars
966    02          00003   Incorrect number of indicators
```

If you got the error message on a holdings record, the error(s) may not be in the 966 that you were just working on but can be anywhere in the record.

If you got the error message on a bibliographic record (when trying to order a proof list), the error was nothing you did since you made no changes to the bibliographic record. However, you will still need to fix the identified error(s) before the system will ACCept your record.

If you can, fix the error(s) and return to the step you were at when the error message was generated

-- Step 6 if you were finishing the holdings record

-- Step 7 if you were ordering a proof list.

If you are not sure how to fix the error(s), see your supervisor for assistance.

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

TRAINING PROCEDURES AND GUIDELINES

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

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UCSD INNOPAC DOCUMENTATION
Revised: 11/16/90
For UCSD Cat. Manual

REVISED PROCEDURES FOR PROCESSING ANALYTICS AND BOUND-WITHS

Background

Each bib record on Innopac must be accompanied by at least one item record in order for the record to be accepted by MELVYL. In addition, each physical piece must be represented by a single item record on Innopac. These two requirements can cause problems for non-standard items such as analytics and bound-withs which will have more item records than physical pieces. The "extra" item records will cause confusion for patrons trying to determine the status of an item, and for Access Services staff trying to select an item record to use for charge-out. The following procedures were designed to alleviate some of these problems.

FULLY ANALYZED MONOGRAPHS

1. Create an authority record for the analyzed set.

2. Create a bib and item record for the set.

    a) Add the following notes to the **set bib record:**

        i) **500** Individual volumes have distinctive titles.

        ii) **590** FOR INDIVIDUAL VOLUMES, BROWSE ONLINE UNDER THIS TITLE OR BROWSE THE STACKS.

    b) To insure that the set item record will not be used for charge out, add the following to the **set item record:**

        i) Item message for Access Services staff:

        DO NOT USE THIS RECORD FOR CHARGE OUT; USE INDIVIDUAL VOLUME RECORD.

        Item messages can be created when downloading on OCLC using ¦m in the 945 field, or they may be added to existing item records using internal tag "m." There is no MARC tag for the message. When inputting a message on Innopac, simply return when prompted for a MARC tag.

        ii) Item record status "**b**," which will display the following message on Roger:

        See notes

This note refers the patron to the bib record 590 note.

3. Create bib and item records for each analytic.

PARTIALLY ANALYZED MONOGRAPHS

1. Create an authority record for the partially analyzed set. Add the following notes to the **authority record:**

   644 f¦danalyzable parts
   667 Analyze volumes with distinctive titles

2. Create a bib and item record for the set.

   a) Add the following notes to the **set bib record:**

      i) **500** Some volumes have distinctive titles.

      ii) **590** NOT ALL VOLUMES ARE LISTED HERE. FOR OTHER VOLUMES, BROWSE ONLINE UNDER THIS TITLE OR BROWSE THE STACKS.

   b) To insure that the set item record will not be used for charge out, add the following to the **set item record:**

      i) Item message for Access Services staff:

         DO NOT USE THIS RECORD FOR CHARGE OUT; USE INDIVIDUAL VOLUME RECORD.

         (See 2,b,i, on p. 1 for instructions on creating messages in item records.)

      ii) Item record status "**b**," which will display the following message on Roger:

         See notes

         This note refers the patron to the bib record 590 note.

3. Attach item records for unanalyzed volumes to the set bib record. It is necessary to enter volume enumeration for unanalyzed volumes in the item record 945 field so this information will not become part of the call number in MELVYL.

4. Create individual bib and item records for the analyzed volumes. Volume enumeration for analyzed volumes is part of the call number field in the item record.

NOTE ON SERIALS

Serials differ from monographs on InnoPac in several ways. Full serial bib records have not yet been loaded into InnoPac, although the load is expected to take place soon. When the serials bib records are loaded, a single base item record will be created for each title. It has not yet been determined whether item records will later be created for each volume of un-analyzed serials. For analyzed serials, monographic catalogers have created separate bib and item records for analytics that had suitable copy at the time they were copy searched. Analytics which lacked suitable copy were sent to the stacks uncataloged. This means that many serials which have been designated as fully analyzed may not have individual bib and item records for each analytic. In Roger, the serials check-in record displays a summary of all volumes which have been received, so users as well as staff can see which volumes are owned without having item records for each.

All this can be very confusing to Access Services and branch circulation staff who must charge-out books. Circulation staff at all branches are currently charging-out serials manually with charge cards, but are in the process of designing procedures for using InnoPac to circulate serials once the bib and item records are loaded.

Cataloger's procedures may be affected by circulation procedures once they are developed, but for the time being, catalogers should use the following procedures when cataloging analyzed serials.

FULLY ANALYZED SERIALS BOUND SEPARATELY

1. Serials catalogers create an authority, bib, and base item record for the serial. The following notes are added to the **serial bib record:**

    a) 500 Individual volumes have distinctive titles.

    b) 590 FOR INDIVIDUAL VOLUMES, BROWSE ONLINE UNDER THIS TITLE OR BROWSE THE STACKS.

2. Monographic catalogers create bib and item records for the analytics. Volume enumeration for analyzed volumes is part of the call number field in the item record.

PARTIALLY ANALYZED SERIALS BOUND SEPARATELY

1. Serials catalogers create an authority, bib, and base item record for the serial. The following notes are added to the **serial bib record:**

   a) **500** Some volumes have distinctive titles.

   b) **590** FOR INDIVIDUAL VOLUMES, BROWSE ONLINE UNDER THIS TITLE OR BROWSE THE STACKS.

   No individual item records will be created for un-analyzed volumes.

2. Monographic catalogers create bib and item records for the analytics. Volume enumeration for analyzed volumes is part of the call number field in the item record.

FULLY ANALYZED SERIALS BOUND TOGETHER

1. Serials catalogers create an authority, bib, and base item record for the serial. Add the following notes to the **serial bib record:**

   i) **500** Individual volumes have distinctive titles.

   ii) **590** FOR INDIVIDUAL VOLUMES, BROWSE ONLINE UNDER THIS TITLE OR BROWSE THE STACKS.

2. Monographic catalogers create bib and item records for the analytics. For titles which are bound together, circ status will reside with the first title in the bound volume.

   a) Add the following note to the **bib records of the subsequent titles in the bound volume:**

      590 VOLS. <1-> BOUND TOGETHER. FOR CIRC STATUS SEE VOL. <1>.

   b) Input item record status "b," in the **item records of the subsequent titles in the bound volume** to generate the following note on Roger:

      See notes

      This note refers the patron to the bib record 590 note.

PARTIALLY ANALYZED SERIALS BOUND TOGETHER

Partially analyzed serials which are bound together are especially problematic. A single bound volume may contain individual titles which are: 1) all analyzed; 2) some analyzed, some not analyzed; and, 3) all unanalyzed. **No item records will be created for unanalyzed titles. Circulation status for unanalyzed titles will not be reflected in Innopac at this time (as is the case for all unanalyzed serials).**

1. Serials catalogers will create an authority, bib, and base item record for the serial. Add the following notes to the **serial bib record:**

   i) 500 Some volumes have distinctive titles.

   ii) 590 FOR INDIVIDUAL VOLUMES, BROWSE ONLINE UNDER THIS TITLE OR BROWSE THE STACKS.

2. Monographic catalogers will follow the procedures in 2. above under "Fully analyzed serials bound together," to create bib and item records for analyzed titles.

MONOGRAPHC BOUND WITHS

Bound withs are single volume monographs which are composed of two or more individual titles which are represented in the database by separate bib and item records. Bound withs differ from mono sets and serials in that they are generally not linked by a collective title. Circulation status for the entire volume will reside with the bib and item record of the first title in the volume.

1. Create separate bib and item records for each title within the single bound volume. A **501** note which lists all other titles that are bound together is added to the bib record of the **first** title in the bound volume. A **501** note which gives only the first title in the bound volume is added to each subsequent bib record. **In addition, for each subsequent title in the bound volume:**

   a) Add the following note to the **bib record:**

   590 FOR CIRC STATUS SEE: <FIRST TITLE OF THE BOUND VOLUME>.

   b) Add item record status "b," to the **item records**, which will display the following message on Roger:

   See notes

   This note refers the patron to the bib record 590 note.

MUSICAL SOUND RECORDINGS "BOUND WITHS"

Background

Under old cataloging rules, sound recordings often had multiple bibliographic records to represent one physical entity. These bibliographic records were linked by "with" (501) notes, and generally do not have a collective title. The circulation status for the disc (these are primarily LPs) will reside in the bib and item record of the predominant title; the barcode will be coded in only that one item record. Determination of the "predominant title" is up to the individual cataloger's judgement; it may be the first work, the longest work, etc.

1. Create or download separate bib and item records for each title on the disc.

2. A "with" note (field 501) which lists all other titles included on the disc is added to the bib record of the predominant title.

3. A "with" note (field 501) which lists only the predominant title is added to each subsequent bib record.

4. Add the following note in addition to each subsequent bib record:

590 FOR CIRC STATUS SEE: <PREDOMINANT TITLE>

5. Add item record status "b" to the item records, which will display the following message on Roger:

See notes.

This note refers the patron to the bib record 590 note.

Prepared by Shirley Higgins
f:anals

UNIVERSITY OF WASHINGTON LIBRARIES

Cataloging Division

Operations Manual

Policies, Guidelines, Procedures

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August 1990

Policy

Monographic added copies are newly acquired items that duplicate existing, cataloged monographic holdings in the University of Washington Libraries. They are distinct from added volumes, which are additional parts of a bibliographic item whose earlier parts have already been cataloged.

Added copies are obtained by purchase, gift and exchange either as duplicates for a location that already holds the item or for new locations in the Libraries. Policies that determine whether duplication in the location or duplication in the system is permitted are established by the Collection Development Management Council (CDMC) and administered by the Acquisitions Division. Questions about whether a copy should be added to the collection are referred to the Head of the Bibliography Section, Acquisitions Division, or to the international studies unit responsible for the item's acquisition.

The Cataloging Division receives added copies from several sources. They are sent with other new titles from Acquisitions and identified during Search/Quickcat by the presence of WAU holdings on the OCLC record. Added copies received on serial standing orders are sent to the Division by Serials Acquisitions. Additionally, added copies of rare books are brought from Special Collections by the Special Collections Cataloger. With the exception of rare books, all added copies are stored on the Added Copies Shelves in the Division, which serves as the working backlog for the Library Technician IIIs who process them. Books that were once held by the Libraries, but whose records have been withdrawn, should be treated according to the Reinstatement Procedure.

The procedure for adding copies is affected by the progress of automation in the receiving unit. When catalog cards are not needed, e.g. for branches with online circulation and closed manual files, the work of adding copies is done directly in the

Marc Record Management System (MRMS) on Geac. If catalog cards are needed, work is done on OCLC.

Procedure

Determine if the receiving unit needs catalog cards. Units with closed manual files, such as Undergraduate and Engineering, do not need cards. In addition, Main does not need cards if a copy is already held in a unit that receives cards. However, the main catalog needs cards if the copy is for a non-online library and all previous copies are held in online libraries.

I. CATALOG CARDS NOT NEEDED

A. Check that the printout matches the book in the author, title, edition and publisher fields.

1. Pay particular attention to the date in the book to make sure that the edition matches the printout. Disregard printing dates.

2. If the printout does not match the book, search OCLC again for the correct edition. If a record is found and WAU holdings are attached, add the book to that record. If there are no OCLC records with WAU holdings, or no OCLC record at all, put the book on the copy or original distribution shelf, as appropriate.

B. Write your initials and the location in red in the upper right-hand corner of the OCLC printout. Alternately, a printout of the MRMS record can be used.

C. Call up the record in MRMS.

1. Some records may not be found because they are in the process of loading into Geac. Search MRMS by the OCLC number, since this retrieves the edit record, which can be accessed before a fully indexed record appears in the Online Catalog. If nothing is found, wait a week and try again.

2. If duplicate records are found, give the book to the Corrections Specialist or the Head, Automated Cataloging Section.

D. Look over the record and make the following changes.

1. Delete the subject subdivision "Addresses, essays, lectures".

2. Delete the subject subdivision "Collections".

3. Delete any holdings information from a second subfield a in the 300 field of multivolume works (LIBRARY HAS notes).

4. Delete contents notes (field 505) that only indicate volume numbering, e.g. v. 1. A-B, etc., on dictionaries.

E. Examine the list of 966s

1. Check for duplication in location (see section III.A).

2. Write the call number vertically in red on the right side of the printout in the space below the fixed field. For a multivolume work, add in pen or pencil the note "Mark" and the volume numbers.

3. For units with manual circulation or open manual files, assign a copy number and write it below the call number on the printout.

   a. Count the volumes in the system and add one to get the copy number.

   b. Copies for online libraries, such as UGL and Engineering, and the Bothell and Tacoma branch campus libraries do not need copy numbers. Suzzallo should continue to get copy numbers until the card catalog is closed.

F. Copy an existing 966 to make one for the new location (cpy 966).

1. Change the location code ($l) to the one for the new location. Watch for codes other than General Stacks, $l...STX.

2. Check that the material type ($m) is appropriate for the location, e.g. $l...REF is $mBOOKLU.

3. Doublecheck the call number on the printout when arrowing past subfield $s.

4. Add volume designations in subfield $d-$h for volumes, if needed. See the Holdings Procedure for details.

5. Barcode the book and wand the barcode into subfield $b. If the cover of the book is too weak

to support a barcode, insert a binding review form and do not apply a barcode.

G. Complete the record (cmp).

H. Clip the printout out in the front of the book and place it on the booktyping shelves. Alternately, put the correct location flag in the book and place it on the Marking Room truck.

I. Record the copy on the monthly statistics sheet.

II. CATALOG CARDS NEEDED

A. Check that the OCLC printout matches the book in the author, title, edition and publisher fields.

1. Pay particular attention to the date in the book to make sure that the edition matches the printout. Disregard printing dates.

2. If the printout does not match the book, search OCLC again for the correct edition. If a record is found and WAU holdings are attached, add the book to that record. If there are no OCLC records with WAU holdings, or no OCLC record at all, put the book on the copy or original distribution shelf, as appropriate.

B. Make a printout of the Geac record.

1. Some records may not be found because they are in the process of loading into Geac. Search MRMS by the OCLC number, since this retrieves the edit record, which can be accessed before the fully indexed record in the Online Catalog. If nothing is found, wait a week and try again.

2. If duplicate records are found, give the book to the Corrections Specialist or the Head, Automated Cataloging Section.

C. Examine the holdings on the Geac record

1. Check for duplication in location (see section III.A).

2. Write the call number vertically in red on the right side of the OCLC printout in the space below the fixed field. For a multivolume work, add in pen or pencil the note "Mark" and the volume numbers.

3. For units with manual circulation or open manual files, assign a copy number and write it below the call number on the printout. Suzzallo should continue to get copy numbers until the card catalog is closed. Count the volumes in the system and add one to get the copy number. A check of the location may be useful to determine if numbers have been used for withdrawn or discarded copies.

D. Write your initials, the date and the location and copy number(s) in red in the upper right-hand corner of the OCLC printout.

E. On OCLC, edit the OCLC record to match the Geac record in call number, main and added entries and subject headings.

1. If a DLC/DLC record has replaced the record originally used, confirm the call number and use the new record.

2. Delete the subject subdivision "Addresses, essays, lectures".

3. Delete the subject subdivision "Collections".

4. Delete any holdings information from a second subfield a in the 300 field of multivolume works (LIBRARY HAS notes).

5. Delete contents notes (field 505) that only indicate volume numbering, e.g. v. 1. A-B, etc., on dictionaries.

F. Add a 949 and a barcode. If the cover of the book is too weak to support a barcode, insert a bindery review form and do not apply a barcode.

G. Order OCLC cards using "ad"; SEND. Remember special card ordering situations, such as medical books.

H. Clip the OCLC printout out in the front of the book and place it on the booktyping shelves.

I. Record the copy on the monthly statistics sheet.

III. SPECIAL SITUATIONS

A. Duplicates

Two codes in the Processing Note of the Geac routing slip give information about duplication. The code "DS" stands for Duplicate Wanted in System and means that a copy can be added for any location except one that already holds the item. The code "DL" stands for Duplicate Wanted in Location and means that a copy can be added to a location that already holds the item.

Approval for duplicates in the library system is controlled by the CDMC and disposition of unauthorized duplicates that have been received is handled by the Head of the Bibliography Section in Acquisitions or the head of the international studies section responsible for the item's acquisition.

1. Duplicates in System

   In general, add all duplicates in system whether the appropriate code (DS) is on the routing slip or not. (A duplicate at this point may have been the first copy ordered and the cataloged copy may have been the second order, which was coded DS. There is no control over the sequence in which the orders are received.)

2. Duplicates in Location

   Duplicates in location must have the code DL on the routing slip. If it is not present, send the book to the Head, Bibliography Section, or the head of the international studies section responsible for its acquisition, through the reinitialling shelf. Slavic books (including Hungarian, Polish and Romanian) are sent to the Slavic Section with the Slavic Duplicate flag.

B. Restrictions on Dewey Call Numbers

Dewey call numbers cannot be used in the following locations:

- Children's Literature Collection
- East Asia Library
- Government Publications Washington (Gov. Pub. NW)
- Pacific Northwest
- Reference
- Undergraduate Library, in these ranges:
  000, 100, 200, 400, 500-550, 800
- UW-Bothell Library
- UW-Tacoma Library

When a copy must be added for one of these locations, all copies in the system should be recalled and reclassed to an LC number, with the following provisions:

Branch Campus Libraries: Add the branch campus copies with an LC number. Other copies in the system do not need to be reclassed, although they may be if this is easily done, e.g. only one copy in Main.

Children's Literature Collection: If the Children's number is in PZ, do not reclass other copies, since only Children's can accept PZ numbers (see III.E).

Pacific Northwest: Check the shelflist in Pacific Northwest to ensure that all copies are recalled.

Music Library: the Music Library can accept added copies with Dewey numbers. However, if the OCLC record for a replacement copy does not have WAU holdings, give the book to the appropriate Library Specialist for reclassing.

C. UW Theses

Circulating (brown) copies of UW theses are assigned a location based on the degree-granting department, and receive a call number composed of a Library of Congress classification number and a thesis cutter derived from an accession number (e.g. M1 Th30169). A second, archival (blue) copy receives an accession number and is shelved in closed stacks (Geac locations SUZTHS or AUXSTX). Added copies for locations other than the appropriate holding library or the archival storage area should be given a full Library of Congress call number. Give these copies to an original cataloger, based on subject area, to assign a call number and then add in the usual way.

D. Dates in Call Numbers

Occasionally, a book has been cataloged on a record for a printing, not a true edition, and the date in the call number does not reflect the correct date. In this case, add the copy with the existing date and do not reclass.

E. Works of Fiction in the Children's Literature Collection

Works of fiction are generally cataloged in the PZ schedule for Children's Literature and in the appropriate national literature schedule (e.g. PR, PS, etc.) for the Suzzallo Main collection. While

Children's can accept call number in PR, PS, etc., Suzzallo cannot accept PZ numbers.

A. First Copy in Suzzallo

When the first copy is in Suzzallo and the added copy is for Children's, use the call number of the Suzzallo copy for Children's.

B. First Copy in Children's

When the first copy is in Children's with a PZ number and the added copy is for Suzzallo, ask an original or copy cataloger to supply another call number in the appropriate range and add the copy with this call number.

F. Additional Subject Headings

1. Medical Subject Headings

Books in medical libraries (HSLIC and K. K. Sherwood) must have medical subject headings (MeSH), which are tagged 650 _2. All other units use Library of Congress subject headings, which are tagged 650 _0.

a. First Copy in a Medical Library

When the first copy is in a medical library and the added copy is for a non-medical library, check that the record has Library of Congress subjects. If not, give the book to the appropriate original or copy cataloger to supply subjects and add them to the record.

b. First Copy in a Non-Medical Library

When the first copy is in a non-medical library and the added copy is for a medical library, check that the record has MeSH. If not, give the book to the appropriate original or copy cataloger to supply subjects and add them to the record.

2. Children's Subject Headings

Books in the Children's Literature Collection must have Library of Congress Children's subject headings, which are tagged 650 _1. All other units use Library of Congress subject headings, which are tagged 650 _0.

a. First Copy in Children's

When the first copy is in Children's and the added copy is for another unit, check that the record has Library of Congress subject headings (with the exception of works of fiction, which do not need subject headings). If the book needs subjects, give it to the appropriate original or copy cataloger to supply them and add them to the record.

b. First Copy in Another Unit

When the first copy is in another unit and the added copy is for Children's, check that the record has Children's subject headings. (All works, including fiction, in Children's require subject headings.) If not, give the book to the appropriate original or copy cataloger to supply subjects and add them to the record.

G. Treatment (Analytics vs. Cat-As-Seps)

Most books are cataloged as separates, with a single bibliographic record and a call number that is unique to the item. Others are cataloged as analytics, which have both a record for the main serial or set and one for the individual item. An easy way to recognize an analytic is the call number, which is composed of the base call number of the serial or set plus the volume number of the particular item (e.g. GN811 A1 S73 v.19).

When the first copy of an item is analyzed and a second copy is to be added for another location, the treatment for the second location must be determined. Check the series title in the Series File. If the series decision card has the new location pencilled on the line "Catalog as a Collection," the copy can be added with the same call number as the first. If the series decision card has the new location pencilled on the line "Catalog as Monographs," give the book to the appropriate original or copy cataloger to provide a call number. (If a suitable call number is available on the record and it was input by a Quickcat library, use it.) If there is no series decision card or the new location is not marked on either line, give the book to the Head, Automated Cataloging Section, for a treatment decision.

H. Scores

1. Score With Parts (Loose Pieces)

   a. Complete a Score Processing Form with the number and names of the parts. The names provide an inventory of the pieces that accompany the score.

      i. List the parts in the order in the score.

      ii. Use terms from the following list:

Bass	(not Double bass)
Bassoon	(not Fagott)
Cello	(not Violoncello)
Continuo	(not Basso continuo)
Horn	
Oboe	
Viola	
Viola da gamba	
Violin	

      iii. When an instrument is repeated, prefer numbering (with Roman numerals) over key unless key is the only differentiation.

      Oboe I
      Oboe II

   Show the parts to the Music/Media Cataloger or a Library Specialist I familiar with music cataloging if there are any questions.

   b. Apply a piggyback barcode in the lower left corner of the form.

   c. Clip the form in the front of the volume.

2. Score With No Parts

   a. For each volume, take a Score Processing Form and write "0" next to "Parts" in the upper right corner.

   b. Apply a piggyback barcode in the lower left corner of the form.

   c. Clip the form in the front of the volume.

I. Photocopies

Original and copy catalogers route certain types of photocopies (locally produced or non-commercial ones) to be added to existing bibliographic records. Process them as usual and take two additional steps.

1. Add the workmark "a" to the date in the call number.

2. Add the note "Photocopy." in subfield n of the 949 or the 966, as appropriate.

J. Special Collections

Rare materials are received directly from Special Collections in special carrying boxes. They are not marked, labeled or barcoded directly on the item. All Special Collections materials are searched by a Library Technician III and sorted according to the type of copy found. Added copies are retained by the LTIII for processing.

1. Make a printout of the Geac record.

2. Check the shelflist and the location file for copies that are not yet on Geac.

3. If there is a previous copy in Special Collections, add the copy directly on Geac. Otherwise, order cards on OCLC.

4. Edit the Geac or OCLC, as appropriate, adding any notes on the pink flag from Special Collections.

    a. Bibliographic information source: 510 4_ (source name) $c (number)

    b. Edition history: 590

    c. Location-specific or item-specific information: 590 Special Collections copy is .... and 966 $n ....

    d. Added entries for press, printer, or illustrator: 7XX xx

5. Type a book card, place a barcode on the first two lines of the book card and wand the barcode into the 949 or 966. Insert the book card in the book with the pink flag. Do not use paperclips.

6. After cards are ordered on OCLC, put the printout in the basket for filing.

7. Place the books back in the carrying boxes for Special Collections. These materials do not get marked or labeled.

8. If a copy is located in Pacific Northwest and has a Dewey call number, it must be reclassed. Check the shelflist and stacks in Northwest to be sure that all copies have been retrieved. For particularly old items, check with the Head of Pacific Northwest to see if they should be treated as rare and not relabeled. Retrieve Special Collections copies that require reclassification, if there are any, at the same time. If the book to be added is from an art press, such as the Grabhorn Press, and there are copies in Pacific Northwest, show it to the Special Collections Cataloger because the Head of Special Collections wants to decide whether to relocate the item to Special Collections.

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SELECTED READINGS

ASSOCIATION OF RESEARCH LIBRARIES   OFFICE OF MANAGEMENT SERVICES

SELECTED READINGS

Creth, Sheila D. *Effective On-The-Job Training: Developing Library Human Resources.* Chicago: American Library Association, 1986.

Foster, Constance L. "Staff Considerations in Technical Services: The Chameleon Approach." *Journal of Library Administration* 9, no. 1 (1988): 71-87.

Freeman, Gretchen and Russell Clement. "Critical Issues in Library Automation Staff Training." *The Electronic Library* 7, no. 2 (April 1988): 76-82.

Glogoff, Stuart J. and James P. Flynn. "Front-end Analysis: Aligning Library Planning, Resources and Commitment to ILS Staff Training." *Journal of Library Administration* 12, no. 2 (1990): 13-27.

Rooks, Dana C. and Linda L. Thompson. "Impact of Automation on Technical Services." *Journal of Library Administration* 9, no. 1 (1988): 121-136.

"Staff Training in the Automated Library Environment: A Symposium," Stuart Glogoff, editor. *Library Hi-Tech* 7, no. 4 (1988): 61-83.

Webb, Gisela M. "Educating Librarians and Support Staff for Technical Services." *Journal of Library Administration* 9, no. 1 (1988): 111-120.